



**NEVADA STATE LIBRARY AND ARCHIVES
DEPARTMENT OF CULTURAL AFFAIRS**

**Evaluation
of the
LSTA Five Year State Plan
for Nevada
2003 – 2007**

**Prepared by the
Nevada State Library and Archives
Library and Archives Planning and Development Division**

**with the assistance from
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I. Executive Summary

This report is an evaluation of the Library Services and Technology Act (LSTA) funded program in Nevada. The LSTA program funded projects addressing the five goals identified in the *LSTA Five Year State Plan 2003 – 2007*. The goals are:

1. Equitable Access
2. Public Awareness
3. Increasing Professionalism of Staff
4. Preservation of Nevada's Resources
5. Library Leadership and LSTA

The Nevada State Library and Archives (NSLA) is the agency charged with the administration and management of the federal Library Services and Technology Act (LSTA) program. The *LSTA Five Year State Plan, 2003 – 2007 for Nevada*, as approved by the Institute of Museum and Library Services (IMLS), has been the framework for the state program.

The underlying principle of the goals identified in the plan was 'to ensure Nevada libraries would be able to provide statewide access to quality library and information services.' Considerable headway was made toward ensuring equitable access to library services within the state. This report will lay out the progress made under the state plan.

LSTA has provided a component of funding that has allowed services and outreach to extend beyond geographic and digital barriers. With this support, libraries have been able to remain a vital component of the social structure in communities across the state. Without LSTA support, libraries in Nevada would be less able to provide relevant services to residents today.

During the program years, the LSTA funds were used effectively and there was progress made in each goal identified in the 2003 – 2007 plan. Access to quality library and information services has improved and the programs supported by the LSTA funds have been an integral part of this improvement.

The Nevada State Library and Archives provides competitive LSTA grants to local public, academic, special and school libraries which enabled them to develop projects to meet the library and information needs of their communities. LSTA funds were used for statewide, regional and local projects. Statewide and regional projects include: Statewide Electronic Databases, Nevada Virtual Reference, Continuing Education for Library Staff, Regional Library for the Blind and Physically Handicapped and Youth and Family Reading. Local projects, funded through the competitive grant process, ranged from library computers for preschoolers (Carson City Library) to improving library service with diversity training (Washoe County Library) to remote library services for seniors (Henderson District Public Libraries) to web based legal information for consumers (Washoe County Law Library) to a Words on Wheels outreach (Las Vegas-Clark County Library) to library services for a rural youth detention facility (Douglas County Library).

The amount of staff development, training, continuing education, and technical training which is provided through the continuing education programming with LSTA assistance has a value that

exceeds the actual dollars spent and impacts local library budgets across the state. Similarly, the statewide availability of electronic databases and virtual reference services has used collaborations and partnerships to far extend the federal funds expended.

Overall, the Nevada State Library and Archives made progress toward achieving the goals laid out in the Five Year LSTA plan. The programs, as implemented under this plan, have begun to meet the library and information needs of the citizens of Nevada in the 21st century. The continuing challenge for this state will be to keep pace with the rapidly growing population and with the expanding options for information and data delivery.

II. Overall report of results in achieving goals and objectives based on Five-Year Plan

Goal I: Equitable Access

Overall Results for Goal I: Progress has been made towards this goal.

Objective 1.1

All residents of Nevada will have convenient access to quality information resources in a variety of formats.

Strategies:

- Encourage libraries and other agencies to extend and enhance local library services through the development of cooperative programs supported by competitive grants.
- Develop extensive statewide access to library services for all Nevadans using both virtual and physical means.
- Coordinate statewide access to significant electronic information resources for all Nevadans

Findings: Significant progress has been made on this objective. Refer to the In-Depth Evaluation for specific information on the Electronic Information Program which included the Statewide Database program, Virtual Reference and the Legislative Hotline. The Statewide Database project combined over \$1.8 million of state funds with \$ 1.3 million of LSTA funds.

Besides the programs identified as part of the Electronic Information Program, libraries have worked to expand and extend services to the communities in various electronic formats. These projects include:

- Library without Walls (Las Vegas-Clark County Library District) - a demonstration of electronic book distribution. The project compared the two major vendors available at the time.
- Story-time Video (Douglas County Library) – pre-school story-time programs recorded and broadcast on local cable television.
- Business Resources for the Community (Henderson District Public Libraries) – collaboration with community businesses and related organization to provide information to local businesses.

Recommendations: Refer to the In-Depth Evaluation for the Electronic Information Program for further recommendations. Continue support for competitive grants to local library and information agencies to develop virtual and physical access to library services.

OBJECTIVE 1.2

Libraries will be able to maintain current technology infrastructure to continue effective access to networked information.

Strategies:

- Use the financial “clout” of the State and of large libraries (urban libraries and major academic libraries) to achieve economies of scale for information infrastructure acquisition.
- Continuation/expansion of statewide and regional networks such as the Cooperative Libraries automated Network (CLAN).
- Develop a statewide library/information technology plan to include all types of libraries.
- Support library technology infrastructure upgrades through competitive grant opportunities.
- Educate Library Trustees and Friends to make them aware of the funding situation and potential solutions.

Findings: Most significant work in this area relates to the Statewide Databases – by leveraging federal funds with state funds to expand the electronic resources available – see in-depth report. The Cooperative Libraries Automated Network (CLAN) has developed and expanded the use of local funding for capital expenses to upgrade the regional network. The Children’s Internet Protection Act (CIPA) was a factor in the decision as some members of the cooperative had determined not comply with CIPA.

The statewide information technology plan was determined to be a state responsibility. LSTA funds were not used on this strategy. Goals dealing with technology infrastructure needs will be included in the next five year LSTA plan as they relate to identified resource and project needs such as digitization, electronic resources, and Library 2.0.

Thirteen library technology infrastructure grants were awarded with majority funded in the 2003 and 2004 federal grant years (10). After the implementation of CIPA, only three grants in the 2005 and 2006 federal grant years were requested and awarded to libraries that had determined to be CIPA compliant. Workshop and training programs for Library Trustees became part of Goal III – Continuing Education.

Recommendations: Consider separating into multiple objectives in development of future plans. Refer to the In-Depth Evaluation for the Electronic Information Program for further recommendations. Address the concepts of Library 2.0 and other technologies used by digital natives and how they relate to the library community in the next plan.

OBJECTIVE 1.3

All Nevada residents will be served by libraries that work with other libraries and with governmental, non-profit and for-profit organizations to offer high-quality library and information services in the most efficient manner possible.

Strategies:

- Offer training programs for libraries in identifying potential strategic partners, evaluating potential partnerships, and managing collaborative relationships.
- NSLA will coordinate programs to encourage partnerships among libraries with disparate socio and economic bases to share beneficial projects throughout the state.
- Offer competitive grant opportunities for development and participation in shared and linked information systems.

Findings: The NSLA developed a partnership with the Nevada Commission on Educational Technology for the funding and advancement of the Statewide Electronic Databases. Nevada Virtual Reference projects utilized partners from around the state in order to offer the ‘Ask a Librarian’ service. More information regarding the partnering in the Electronic Information program is part of the In-Depth Evaluation.

Basic information on potential partnership with grant projects is part of the LSTA Grant Application workshops. With the introduction of the Innovation Grant category in federal fiscal year 2005, collaborative projects were a priority in the rating of these programs. The LSTA Coordinator and other Library Development staff worked one on one with the grant writers of these projects.

Recommendations: Collaborative projects to extend and maximize the effectiveness of the impact of the LSTA project and the program dollars should continue to be developed. More specific training on developing and managing partnerships needs to be brought forward in order to assist libraries in this area. This training could be provided through the Continuing Education program in Goal III.

OBJECTIVE 1.4

Assure equitable access to all individuals regardless of visual, physical or learning status.

Strategies:

- Develop a statewide public awareness campaign to highlight assistive services available in libraries.
- Support the Regional Library for the Blind and Physically Handicapped program to provide information resources to qualifying individuals with visual and physical disabilities to persons with visual or physical disabilities.
- Offer competitive grant opportunities to libraries to provide appropriate assistive technologies.

Findings: Through the Regional Library for the Blind and Physically Handicapped (Talking Books) all Nevada residents who have qualifying visual or physical disabilities have access to quality library service in the special format materials they require for recreational reading, life-long learning and improving their economic self-sufficiency. Over the last few years, the program has upgraded the recording equipment for local Nevada and western materials to digital means. Last year, the sub-regional lending

facility in Clark County was consolidated with the Regional facility at NSLA. An outreach office remains in the southern area to reach out to the largest population centers of the state. Outreach is a constant issue with the ever increasing population of the state.

A 2005 survey indicated a 94% approval rating from users of the service. Client comments from this survey:

“My books give me information I do not have access to any other way. They have broadened my world.”

“The talking book program is the best. That is the best of my ‘toys’ that make a ‘blind’ status as enjoyable as possible. It keeps me informed, stimulates my mind, allows me independence in the search for knowledge, and is easy to use.”

The Nevada Recordings Project of the Regional Library prepares audio versions of books by Nevada authors, other regional titles and *Nevada Magazine*. The project has recorded of 20 books and most issues of the magazine. From the 2005 survey, circulations of the *Nevada Magazine* have increased by 37%. Also recorded was Nevada’s Department of Motor Vehicles Handbook for distribution at that agency.

With the reorganization of Talking Books, the program to assist libraries with assistive technology grants and to provide training on assisting individuals with disabilities became secondary. Sub-grants to libraries for these purposes are expected to resume with the 2007 federal grant year funds.

Recommendations: As the Regional Library settles into the consolidation of lending services, it should continue to develop the outreach and promotions of its services. Expand the program of sub-grants to local libraries so residents have access to the broadest number of resources to meet their reading needs. Seek out and develop partnerships with other organizations that serve the disabled in order to combine effort and maximize outreach.

Overall Recommendations: During the timeframe of this LSTA Plan, federal, state and local resources have been allocated to improve and expand access to library services in Nevada. A significant amount of the LSTA funding has been combined with state and local funds in order to expand access to information in various electronic or virtual formats. Libraries have added computer labs, catalog conversions have been completed, partnerships have been explored and developed, See “In Depth” section.

Goal I included several important issues of access that had been identified in the last planning process for LSTA. Some of the objectives were specific and activities and progress was made. In general, the number of issues covered by the goal and some of the objectives were too broad. Future planning that identifies issues of access to library and information resources should have more focused goals.

Goal II: Public Awareness

Overall Results for Goal II: Progress has been made towards this goal.

OBJECTIVE 2.1

All residents of Nevada will be aware that libraries offer high quality information resources and services that are relevant to their lives and that can help them succeed in school, at work, and in the activities of their daily lives.

Strategies:

- Coordinate a statewide public awareness campaign on the importance and effectiveness of libraries within Nevada's communities.
- Review American Library Association's "@ the Library" campaign for use with library promotion.
- Support local library public awareness methods within the statewide campaign through competitive grant projects.

Findings: The first two strategies of this goal were not pursued with LSTA funds by the NSLA. State and local funds were used for some initiatives that addressed some level of a statewide program. Local public library awareness projects were funded by just three sub-grants. Since there wasn't a specific statewide campaign developed, the local projects endeavored to promote LSTA supported library services. Due to the constraints on the use of LSTA funds, each of the grant projects were limited in what could be promoted and what qualified as an allowable expense. Interest in this area dropped as these constraints were better understood by grant writers.

Recommendations: IMLS recently clarified its guidelines regarding the use of LSTA funds for promotion and public awareness projects. Due to the restrictive requirements for LSTA funds used in promotion and public awareness, strategies addressing general public awareness of libraries should not be pursued in future LSTA Five Year Plans. With input from representatives of all library types, the NSLA should determine if and what public awareness programs are appropriate for LSTA programs.

OBJECTIVE 2.2

All residents of Nevada will be aware of the electronic finding tools and information resources available to them through libraries (both remotely and at library sites) and will possess the basic skills necessary to use these resources.

Strategies:

- Develop "Branding" of statewide library information initiative such as cooperative database licensing.
- Coordinate "branding" campaign with statewide library awareness campaign.
- Provide programs to educate and assist all types of libraries to participate in statewide public awareness programs.

- Training and awareness campaign aimed at teachers and other educators

Findings: LSTA funding was directed to some of the strategies of this goal. InfoNevada.org was developed as the gateway to the electronic information as part of the Statewide Electronic Database program. More information regarding this can be found in the In-Depth Evaluation to Electronic Information Program. A program of vendor workshops combined with some other training for the electronic databases was developed on an introductory basis. More information regarding this can be found in the In-Depth Evaluation of the Electronic Information Program. Without an overarching public awareness program for libraries, it was determined that the most effective use of LSTA funding should be focused on the Statewide Databases project.

Recommendations: InfoNevada.org has the potential to be a useful gateway for Nevada residents to access information. In order to reach maximum effectiveness, more development work with collaborative participation from library, archive and information leaders in the state will be required. InfoNevada.org needs to be considered within the overall digitization initiative in the state as one of the potential portals to statewide electronic information resources.

OBJECTIVE 2.3

Nevada's diverse communities will be aware of library and information services and will be served by libraries that address the language barrier and offer the assistance and/or training they need to effectively access and use library and information resources.

Strategies:

- Offer competitive grant opportunities to develop cooperative programs to assist special population groups maximize their use of library and information resources. (Includes ethnic groups, economically disadvantaged groups, home school and after school groups, immigrants, seniors, etc.)
- Develop training on utilizing various media outlets to promote library services and resources.
- Improved outreach to geographically and economically isolated populations.

Findings: Outreach to underserved groups was addressed by seventeen (17) sub grants to various local public and school libraries. The outreach to geographically isolated groups was demonstrated with local sub-grants to Elko County Library and the Lincoln county libraries for new bookmobile and a new bookmobile tractor, respectively. Some urban populations can also be isolated due to distance to the library, lack of direct public transportation routes or other features of the urban landscape. Las Vegas-Clark County Library District, Henderson Public Libraries District, the North Las Vegas Library District, Elko County Library and the Washoe County Library addressed library needs of their identified underserved group with projects that reached out and provided library services within their service areas.

NSLA partnered with WebJunction with the assistance of Gates Foundation monies in order to address outreach to Spanish language populations. With the WebJunction programs, training to access various media outlets was not pursued under this objective nor was it addressed under Goal III. No LSTA funds were used in this part of Objective 2.3.

Recommendations: Nevada’s population is increasingly diverse. Continue to offer competitive grant opportunities to develop programs to assist special or targeted population groups within the state in order to effectively meet the needs of access to library and information resources. Continue to assess the information needs of the geographically and economically isolated populations in the state and supported appropriate initiatives to meet these needs. On a statewide basis programs like summer reading need to reach diverse populations.

OBJECTIVE 2.4

Nevada’s libraries will be equipped to provide literacy programs relevant to their communities to address the literacy barriers and offer the assistance and/or training needed to effectively access and use library and information resources.

Strategies:

- Develop competitive grant programs for pre-K literacy and family literacy projects in libraries.
- Support library programs to utilize community partnerships with other literacy organizations
- Promote activities that enhance the literacy skills of people of all ages and that promote reading.

Findings: LSTA funds support what has evolved into the Nevada Readers Program, which includes the statewide Summer Reading Program, the Arthur initiative that places a library card with every 3rd grader, and El Dia de los Ninos/El Dia de los Libros. The Summer Reading Program (SRP) is heavily used by public libraries and is often the only means for some to have a robust summer and vacation outreach to school aged children.

Summer Reading Program provides program manuals to libraries and offers sub-grants to public libraries to assist in programming development. Thirteen libraries routinely request the sub-grant assistance (predominantly rural). Overall statistics for libraries receiving some level of LSTA support for SRP are:

SRP	2004	2005	2006	% change
# of participants	13,861	15,435	16,934	+22
# of children materials circulations during SRP	278,835	301,738	361,326	+29.5

For the libraries that have participated in El Dia de los Ninos sub-grants, the outreach to Hispanic communities has been well received.

“Before Elisa Kleven’s (author) visit, a mother said her daughter... “fell in love with the Paper Princess after it was read aloud in her classroom. She counted down the days and then the hours until the author program. After the author presentation, she declared that when she grew up she wanted to write and illustrate children’s books.” (North Las Vegas Library District)

“El Dia activities have produced very positive community input with regard to the activities provided by participating programs. The three participating libraries for 2006 stated they each experienced increases in the number of Hispanic clients coming in their libraries...” (LSTA Evaluation survey)

Other individual grants that supported local literacy concerns include Early Literacy Materials (Douglas County Library); Reading with Rover (Henderson District Public Libraries), Hispanic Story time (Churchill County Library), English as a Second Language (ESL) (Henderson District Public Libraries and Story Hour Literacy (Elko County Library).

Recommendations: The SRP and El Dia de los Ninos programs should be reviewed annually to ensure they meet the needs of local libraries and remain effective outreaches to promote reading. There are many reading programs currently available for implementation on a local and statewide level like One Book. These programs need to be explored for potential implementation by Nevada libraries either locally or on a statewide basis. In addition, the Literacy Coalition should examine if there are other ways to extend the El Dia program to other communities. (El Dia funding has been provided statewide. Most local communities are choosing not to apply.) Continue grant availability to individual libraries in order to ensure they are able to address specific local literacy and reading needs.

The NSLA through the Nevada Literacy Coalition should prepare a comprehensive Literacy Plan for the libraries and related literacy organizations that it serves. This plan should be coordinated with the state’s other literacy providers and organizations in order to maximize the resources available.

Goal III: Increasing the Professionalism of Library Staff

Overall Results for Goal III: Considerable progress has been made towards this goal.

Participation in programs developed under this goal was high and overall received positive feedback.

OBJECTIVE 3.1

All residents of Nevada will be served by libraries that are staffed by competent and professional workers who employ the up-to-date resources and highly effective methods to deliver high-quality service.

Strategies:

- Support multi-day “Institutes” on critical issues for Nevada information and library organizations.
- Coordinate methods to include educators (such as teachers and school administrators) as well as librarians from all types of libraries in continuing education/training events as relevancy indicates.
- Develop training opportunities designed for all levels of library staff (including paraprofessional and clerical workers) and other library related personnel such as Trustees and Friends groups.
- Support a study on the feasibility of a mobile training facility

Findings: The NSLA coordinated the statewide Continuing Education program and developed a program of biennial Leadership Institutes with topical institutes held on the alternate year. Workshops, teleconferences and regular conference opportunities are available to library staff, trustees and friends each year. This goal received the highest approval rating (81% High Value) in the LSTA Evaluation survey and elicited the most comments.

“Continuing education has been difficult to get in a less populated state. Statewide grants for this purpose is always welcome...” (LSTA survey)

“CE availability within the state of Nevada is a boon for us..” (LSTA survey)

“The continuing education is very important and appreciated. The online courses are very helpful for us in the rural areas. It saves us mile, time away from our own library and wear and tear on these old bones.” (LSTA survey)

There is an average of 22 training opportunities available each year, not including the Nevada Library Association (NLA) Annual Conference. Some sessions of the NLA Conference are supported by CE funds each year. The NSLA sponsors the College of DuPage teleconference at several sites throughout the state (6 – 7 a year depending on the schedule). Information is disseminated through email lists and a listserv when training opportunities that are available for desktop viewing and participation.

The Institute Program has put on two Leadership (2003, 2005) and two topical programs (2004, 2006). The topical institutes covered reference in 2004 and technology in 2006. Attendance was over 140 participants. From the Institute evaluations:

“I quickly become their eager student along with 33 of my Nevada library colleagues. The five-day curriculum was rigorous and inspiring as we focused on

eight roles managers should learn to master while developing specific competencies around each one.”

“I am very excited to have learned some great tips for improving web usability and have already begun a re-working of our library’s website. I have also started a Library Blog...”

From specific program evaluations:

“I am eager to return to my library and begin trying (sic) these new approaches...”

“As a new Trustee - I am much more comfortable knowing my role & responsibilities - particularly the legal issues.”

Other programs that target specific training needs in the state are the Travel to Training program, registration reimbursement and substitute coverage. Each of these is funded based on fiscal need of the library jurisdiction and they are designed to increase participation in training events by staff or rural or economically disadvantaged areas. Participants indicated the reimbursement process needs review.

Recommendations: Continue the statewide program with coordination at the NSLA. Review and streamline reimbursement and reporting procedures for individuals where possible. Continue to assess the target group to obtain direct input on the current needs and requirements for training opportunities. Expand online, web-based and distance training programs. Review the Statewide Continuing Education Plan on a biennial basis and update as needed.

Goal IV: Preservation of Nevada’s Resources

Overall Results for Goal IV: Progress has been made towards this goal.

OBJECTIVE 4.1

Nevada’s people and governments will share responsibility to preserve, protect and make our unique documentary heritage available.

Strategies:

- Develop training for libraries and other information institutions in basic archival skills.
- Develop methods to provide standardized, coordinated access to Nevada’s unique materials, including digitized materials.
- Promote disaster plan preparation for Nevada libraries.
- Offer competitive grant program for digitizing unique information materials of Nevada.

Findings: The project supported the final development phase of the Conservation Lab at the Nevada State Library and Archives. With the completion of the final phase, the

NSLA has been able to present workshops that have used the expertise of NSLA staff and University of Nevada staff along with nationally recognized preservation trainers. The focus of the workshops (these utilized LSTA funds from the continuing education project) was on maintaining and preserving unique Nevada materials.

The Digital Library project provided the first steps in the establishment of a statewide program to digitize materials. The project has incorporated existing committees dealing with electronic records and historic records and purchased equipment and other infrastructure to move forward on a coordinated plan for digitization of NV materials, electronic records and other artifacts.

Competitive grants were offered and a total of 15 sub grants were awarded that addressed projects including basic preservation/ digitization infrastructure requirements in local libraries, cataloging of unique resources in libraries and museums, and the development of web based services that make Nevada resources available for public use. The Las Vegas Lives grant coincided with the centennial celebration for the City of Las Vegas. The photographic history documented in this project can be found at:

<http://dmla.clan.lib.nv.us/docs/MUSEUMS/lv/exhibits/lvlives/index.htm>

Another notable development has been ‘Nevada Voices’, a part of the Oral History Program at the University of Nevada, Reno. This program has organized and made oral histories of Nevadans available via the web.

http://oralhistory.unr.edu/research_nvvoices.asp

Recommendations: Continued interest in digitization by library and information agencies makes it imperative to build on the foundation work of the statewide digital library project and to focus on developing a statewide program that is inclusive of all the relevant organizations and personnel including libraries, archives, museums, historical organizations and related information agencies. Revisit the strategy to support the development of disaster plans for libraries and consider expanding the program to include other information related agencies within the state.

Goal V: Library Leadership and LSTA

Overall Results for Goal V: Progress has been made towards this goal.

OBJECTIVE 5.1

Strengthen Nevada’s libraries through state level leadership, library advocacy, coordination and planning.

Strategies:

- Provide state level leadership and coordination on issues and initiatives affecting Nevada libraries

Findings: The NSLA initiated two projects to support the role of libraries and librarians. In partnership with the Nevada Library Association (NLA), scholarships have been made available to library staff. Initially, the scholarships were to assist individuals with graduate level work or staff working to obtain library certification as listed in state regulation. NSLA, UNLV and Las Vegas-Clark County Library District worked together to apply for and received an Institute of Museum and Library Services grant that supported MLS graduate level work for Nevadans and residents of several other adjoining states. At that point, the scholarship grant was directed to support library certification students. Over the course of this plan, 18 students have received scholarships for graduate study and certification.

The other project was developed in collaboration with the Las Vegas-Clark County Library District in order to study the feasibility of providing Electronic or Virtual Reference service in Nevada. This initial study led to development of the Virtual Reference Project that has been funded under Goal I. More information regarding this may be found in the In-Depth Evaluation.

Recommendations: The scholarships program with NLA should continue to support eligible candidates for the library certification program. NSLA was recently notified that a second IMLS grant for graduate library students was awarded. The scholarship program should be reviewed when the second grant expires to ascertain the need for graduate level scholarships.

OBJECTIVE 5.2

Nevada libraries of all types and sizes will view the Library Services and Technology Act program as an accessible and important program that contributes to the vitality of local libraries and improves the overall quality of library and information services available in the State.

Strategies:

- Involve a greater percentage of the library community in the review of competitive grants.
- Review and develop grant administrative procedures including information about grant availability, a revised grant handbook; updated grants website; continuation of grant workshops to promote and assist libraries participate in the LSTA grant process.
- Ensure promotion of LSTA model projects and other successful LSTA programs.
- Review and restatement of LSTA priorities biennially through updating of the Master Plan.

Findings: The State Council on Libraries and Literacy (SCLL) and the NSLA handle the review and rating of the competitive grants proposed each year. The SCLL addressed a number of LSTA process issues during the January 2006 meeting; however, broader participation in the competitive review was not addressed.

LSTA Processes: Three competitive grant categories exist – mini-grant, regular competitive and innovation grants. The mini-grants and innovation grant categories were instituted based on input from the last LSTA planning process.

The LSTA guideline handbook is updated annually. The LSTA website is updated; however it is not updated on a regular schedule. Input from the LSTA survey indicated the users want more of the reporting forms on the website (currently many forms are emailed) and additional grant writing resources should be posted.

Consultation is 'on request' to libraries – due to staff configuration, consultation is often done when requested or when a problem with grant preparation or operation has been determined from submitted proposals or reports. Individual, on-site consultation has been incorporated into the Innovation grant process. The work is predominantly done by the half time LSTA Coordinator.

Support to geographically and economically disadvantaged community libraries to ensure their residents have access to materials via interlibrary loan (ILL) was accomplished with the Information Nevada project. With limited budgets to support the mailing costs (usually for returning ILL materials), the Information Nevada grants have assisted libraries on a stated need basis with mailing costs to maintain the service in these disadvantaged areas. Seven different public libraries received assistance for interlibrary loan mailing costs from 2003 – 2006.

The LSTA Plan and priorities were reviewed and discussed by the SCLL; however, the NSLA and the SCLL did not opt to change or update the plan.

Recommendations: The LSTA website should have a regular schedule for updating. Continue to offer various grant categories for LSTA applications. Assess the utilization of each category periodically and determine if other categories are needed. Explore additional methods to communicate about the LSTA process and successes to the Nevada library and information community. A schedule to review and add potential updates to the LSTA plan should be developed by the NSLA and the SCLL.

III. Results of the In-Depth Evaluation

The following section is information excerpted directly from the final report delivered to the Nevada State Library and Archives by Ryan Information Management consulting team. This section contains the Introduction, the Executive Summary, and the Overall Recommendations. The sections appear exactly as they were printed in the final report. The complete 128 page report is found in Appendix A.

INTRODUCTION

The Nevada State Library and Archives (NSLA) asked the consultants to conduct an evaluation of their Nevada Library Services and Technology Act (LSTA) funded Electronic Information Program (ELP). ELP consists of the statewide online databases program and the Ask Nevada virtual reference service. The evaluation began on July 1, 2006 and will end March 31, 2007. In addition, NSLA asked the study team to examine its Nevada Legislative Hotline also partially funded using LSTA funds. The evaluation will:

- Provide an in-depth evaluation of the ELP, a key LSTA funded program during the current five year plan evaluation period;
- Help satisfy the federal LSTA evaluation requirement and in particular describe the progress NSLA has made, via ELP, toward achieving Goal I of the Nevada LSTA five year plan: equitable access;¹
- Demonstrate the impact of LSTA funding of the ELP on the clients and staff of Nevada libraries;
- Provide a communication tool for the Nevada library community;
- Identify issues currently faced by each service and suggest next steps; and,
- Become a part of the next LSTA five year plan.

The next LSTA five year plan will be used by the Nevada library community to define itself over the next five years and be submitted to the Institute of Museum and Library Services (IMLS) a federal agency that offers significant federal funding to the state.² This report will become a part of the overall evaluation of the LSTA Five Year State Plan 2003 – 2007.

1 NSLA. LSTA five year plan 2003-2007 <<http://dmla.clan.lib.nv.us/docs/nsla/lpd/lsta/eval2007.htm>>. <<http://dmla.clan.lib.nv.us/docs/nsla/lpd/lsta/pdf/LSTAplan2007.pdf>>.

2 This last sentence quoting from a recent NSLA RFQ #6 <<http://dmla.clan.lib.nv.us/docs/NSLA/RFP/RFQ5YearPlan-final.doc>>.

EXECUTIVE SUMMARY

The Nevada State Library and Archives (NSLA) asked the consultants to conduct an evaluation of the Nevada Library Services and Technology Act (LSTA) funded Electronic Information Program (ELP). ELP consists of the statewide online databases program and the Ask Nevada virtual reference service. In addition, NSLA asked the study team to examine its Nevada Legislative Hotline also partially funded using LSTA funds. The project began on July 1, 2006 and will end March 31, 2007. The evaluation:

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The next LSTA five year plan will be used by the Nevada library community to define itself over the next five years and be submitted to the Institute of Museum and Library Services (IMLS) a federal agency that offers significant federal funding to the state.

Legislative Hotline

The Nevada Legislative Hotline has provided up-to-the-minute information on State legislative activities during the state's biennial legislative sessions since 1975. The Nevada Legislative Hotline is a well regarded service that is in decline, perhaps because it no longer has a visible location close to legislative action and there is a bill information system on the Legislature's website. The State Library may need to reinvent this service in order to meet the needs of the state's population that is not digitally connected. The reinvention question asks: is there a service not currently provided or an information technology delivery mechanism not presently used to delivery information relevant to current legislation that would be highly valued by two key stakeholder groups: legislators (and their staff) and Nevada residents (specifically registered voters)? The important constraint: if the Hotline seeks to add a new service or technology in addition to the telephone and e-mail service, would the State Library have the capacity and political blessing to proceed?

Ask Nevada

Ask Nevada <<http://www.asknevada.info/>> is a statewide Nevada virtual reference service. Users with questions can ask their questions using the Internet. Nevada residents ask better than 98% of the questions asked of Ask Nevada. Overall, the

development and implementation of the Ask Nevada project has clearly been a success. Four critical success factors stand out:

- The financial support offered by the NSLA using LSTA funds to start a fledgling service;
- The enthusiasm and savvy management of Ask Nevada project managers Lauren Stokes and Susan Williams;
- The critical support provided by the Las Vegas-Clark County Library District led by Daniel L. Walters Executive Director;
- The assistance provided by libraries and library systems throughout Nevada in allowing their key reference staff to participate as Ask Nevada District Coordinators and Partners. The study team recommended next steps in seven areas for Ask Nevada as it continues to develop including:
 - Improved Ask Nevada marketing;
 - Increased training for library managers and library users particularly in small town and rural locations outside Clark county;
 - Exploration of alternative virtual reference technologies;
 - Increased numbers and variety (geography, library type) of actively participating Partners;
 - Systematic programs for selected target user groups and selected Ask Nevada uses;
 - Improved evaluation: techniques, quality control, impact;
 - Better awareness of and coordination with other Nevada “virtual reference” providers.

The recommendations offered should be viewed as suggestions to the experienced managers of a relatively new service that have already made good choices as they developed Ask Nevada. All Nevada residents now have extended access, even when their local library is closed, to high quality reference service often previously unavailable. In reviewing the various data and evidence describing the project, it is also clear that the flexibility, professionalism, and enthusiasm of project staff played an important role in the success of the effort. Building on the existing success, the project staff still has a number of areas in which the project can be improved as highlighted above. Continued development of the project is likely to address these areas for improvement and increase the impact and benefits of the Ask Nevada service.

Statewide Database Program

The Nevada State Library and Archives and its partners should be commended for the success of its statewide database program. It is certainly on par with other statewide database programs and stands out in the degree of local participation in database selection and financing. Database usage has steadily, often dramatically increased. Within this context the study team suggests the following priorities:

- **Target low and no database use targeting** including: the provision of onsite IT help until database (and Ask Nevada) service is readily available from the local

library as well as remotely; intensive promotion including why database (and Ask Nevada) use matters to 21st century citizens; intensive how to use training (coordinated with vendors where appropriate) with library staff and key user groups.

- **Promote the service to users, staff and key local officials:** including, in low use areas, repeated onsite visits until service use is embedded. Promotion should cover why database (and Ask Nevada) use matters and include the development of a local marketing campaign for this service.
- **Train library staff:** In many cases database searching is as new to library staff as it is to the public. Librarians need to know why database searching matters, the key role librarians may play, the strengths and weaknesses of this tool and then how to be an effective searcher and trainer of searchers. Consider short web-based training modules on these and related topics to be used independently or in conjunction with group training.
- **Encourage public training efforts:** Some libraries in Nevada and elsewhere erroneously believe that public training on electronic resources and services like database use, like Ask Nevada, is an optional library function. A State Library role is to increase the capacity of libraries to provide public training. This might include web-based or DVD, multi media, instructional materials. A State Library role may well be to create short instructional modules that library patrons can use independently in the library and that citizens can access when and where they need training.
- **Invest in Nevada specific databases:** Libraries, universities, governments are all producing information (including, audio and visual materials) about Nevada topics of interest to Nevada students, citizens and public and private planners and leaders. This information needs to be better managed and it is a potential role for the State Library. On a more modest note there appears to be an opportunity to bring the independent work of large and small Nevada library digitalization efforts into a coordinated database.
- **Explore the development of self service modules for high demand database searches:** Can a way be found to make database searching as simple, fast and rewarding as a Google or Yahoo search? Can the results of certain frequently occurring, high demand, topics be more readily available to library users?
- **Support development of a statewide group discount option:** Other states have recognized the need for coordinating the group purchase of databases (and other library resources and services). This role may include negotiating group discounts for libraries with vendors. It may also include serving as a clearinghouse for Nevada library eligible group discounts negotiated by others.
- **Adopt an outcomes-based plan** for the statewide database program. The more recently developed Ask Nevada outcomes approach may serve as a model.

Some of these recommendations are intended to redirect current statewide database program expenditures away from database access purchases alone. Targeted efforts in onsite IT support, promotion, staff and public training are essential to raise usage to the next bar. The study team recommends that if new funds cannot be found, a

modest amount of LSTA and DOE/CET funds be redirected. Focus in these areas will make a good program even better.

Summary

Nevada's Ask Nevada virtual reference service and the statewide database program are achieving program goals and objectives. Without great fanfare these services have had a substantial impact on two core library services: reference and the provision of an adequate local collection. Nevada's experience in the development of these services mirrors the experiences had by other State Library programs. These programs are evolving to become key information services for Nevada citizen. Nevada should be proud!

OVERALL STUDY RECOMMENDATIONS

This section summarizes the study team recommendations based on in depth evaluations of the Nevada Legislative Hotline, Ask Nevada and the statewide database program.

Legislative Hotline Study Recommendations

The Nevada Legislative Hotline is a well regarded service that needs to be closely monitored in order for it to provide an information alternative for those who lack digital connectivity and also to have options for those who have advanced technological connectivity. If the State Library considers reinvention of all or part of the program, the State Library should ask: is there a service not currently provided or an information technology delivery mechanism not presently used to delivery information relevant to current legislation that would be highly valued by two key stakeholder groups: legislators (and their staff) and Nevada residents (specifically registered voters)? The important constraint: if there is a new service or technology, would the State library have the capacity and political blessing to proceed?

Ask Nevada Recommendations

Overall, the development and implementation of the Ask Nevada project has clearly been a success. Four critical success factors stand out:

- The financial support offered by the NSLA using LSTA funds to start a fledgling service;
- The enthusiasm and savvy management of Ask Nevada project managers Lauren Stokes and Susan Williams;
- The critical support provided by the Las Vegas-Clark County Library District led by Daniel L. Walters Executive Director.

- The assistance provided libraries and library systems throughout in allowing their key reference staff to participate as Ask Nevada District Coordinators and Partners.

The study team offers a set of next steps in seven areas in terms of objectives and outcomes for Ask Nevada as it continues to develop including:

- Improved Ask Nevada marketing;
- Increased training for library managers and library users particularly in small town and rural locations;
- Exploration of alternative virtual reference technologies;
- Increased numbers and variety (geography, library type) of actively participating Partners;
- Systematic programs for selected target user groups and selected Ask Nevada uses;
- Improved evaluation: techniques, quality control, impact.
- Better awareness of and coordination with other Nevada “virtual reference” providers.

The recommendations offered should be viewed as suggestions to the experienced managers of a relatively new service that have already made good choices as they developed Ask Nevada. Residents of the state of Nevada now have access to a high quality service that was not available until the project staff established this virtual reference service. In reviewing the various data and evidence describing the project, it is also clear that the flexibility, professionalism, and enthusiasm of project staff played an important role in the success of the effort. Building on the existing success, the project staff still has a number of areas in which the project can be improved as highlighted above. Continued development of the project is likely to address these areas for improvement and increase the impact and benefits of the Ask Nevada service.

Statewide Database Recommendations

The Nevada State Library and Archives and its partners should be commended for the success of its statewide database program. It is certainly on par with other statewide database programs and stands out in the degree of local participation in database selection and financing. Database usage has steadily, often dramatically increased. Within this context the study team suggests the following recommendations:

- Consider that the funds and staff resources invested in database purchasing and management may for the moment have returned as much investment as possible. Consider shifting some of resources spent in these areas to addressing the little or no database use areas of the state. Further, consider modestly expanding NSLA’s role as database producer and coordinator and disseminator of Nevada state government produced databases.

- **Regarding any low and no database use targeting:** A closer look at these areas and then a systematic plan might ensure the most efficient resource allocation.
 - o **Onsite IT help:** It is clear that someone needs to go onsite to some number of these locations to resolve connection, database connection, authentication and other IT related issues. Indeed some states, notably Florida, have used the occasion for an assessment (assistance) of the library’s broader IT infrastructure. This cannot be done without new staff. The study team recommends that if new fund cannot be found, a modest amount of LSTA and DOE/CET funds be redirected.
 - o **Onsite training:** It is likely that after the IT issues are addressed that someone will have to go onsite and intensively train library staff and brief and persuade key community stakeholders and make provision for public training. This cannot be done without new staff. The study team recommends that if new fund cannot be found, a modest amount of LSTA and DOE/CET funds be redirected.
 - o **Marketing:** The study team suggests that Nevada as gone as far as it can with the “build it and they will come” approach. This is true within the low no use areas as well as throughout the state. This is true for other library services as well. A systematic, pragmatic, results based marketing plan keyed to targeted groups is needed and then it needs to be implemented. This cannot be done without new staff. The study team recommends that if new fund cannot be found, a modest amount of LSTA and DOE/CET funds be redirected.
 - o **Self service modules for high demand database searches:** It is clear that database authentication and searching is too cumbersome and demanding of staff intervention compared to commercial alternatives. Is it time to challenge vendors to rethink authentication – Nevada could be a pilot and it could be a condition of future database purchases. Can several web based prototype modules be developed in high demand areas (e.g., consumer product purchasing, genealogy, term papers, famous Nevadans...) that enable independent use of the statewide databases? Perhaps this might be funded by an LSTA competitive grant or done in partnership with other State Library agencies.
- **Regarding Nevada databases:** The study team did not explore this area in any great depth. There appears to be an opportunity to bring the independent work of large and small Nevada library digitalization efforts into a coordinated database. The study team suggests that modest expansion of these efforts may produce long term rewards for all Nevadans.
- **Regarding coordination and dissemination of State government databases:** A number of states and state government agencies are beginning to recognize this challenge. The library could play a role. But not without up front funding.

The study team’s final recommendation is that NSLA consider adopting an outcomes based plan for the statewide database program. The recent CET report clearly identifies program goals and is a positive start in this direction. The Ask Nevada project manager

might be a resource due to her experience in this approach. The result of adopting this approach will lead to a clearer, more efficient and effective evaluation.

Overall Recommendations

Nevada's Ask Nevada virtual reference service and the statewide database program are achieving program goals and objectives. Without great fanfare these services have had a substantial impact on two core library services: reference and the provision of an adequate local collection. Nevada's experience in the development of these services mirrors the experiences had by other State Library programs. The problems and issues they face, particularly as they relate to increasing activity in low or no use areas, might benefit from joint planning and delivery strategies

IV. Lessons Learned

LSTA funding through IMLS has made an impact on even the libraries serving the smallest and most remote communities. The reach of many of the programs has improved the level of access to current, accurate information for our urban and rural customers. Public libraries received the largest amount of funding, but school, academic and special libraries received individual grants, as well as gained benefits from statewide programs.

The library and information needs of the residents of Nevada are as varied as is the geo-social landscape of the state. The fast growing urban areas have increased needs from sheer numbers and the geographically isolated communities depend on libraries and informational lifelines. The increasing diversity of populations has had an impact in all areas of the state. The multi-level competitive grants have been important to Nevada libraries. The addition of mini-grants and larger innovation grants to the existing competitive grant opportunities has expanded a library's ability to meet their unique information needs.

Nevada libraries have been enriched by the collaborations and partnerships that have been established during the operation of this plan. With the Nevada Virtual Reference program, NSLA supported the Las Vegas-Clark County Library System to explore virtual reference options that could be extended statewide. As the program developed, partners in the reference service included the state library and other major community libraries to broaden the availability of this service.

The NSLA also partnered with the Nevada Commission on Educational Technology. This collaboration combined state funds with federal LSTA funds to extend the reach of electronic database information to all Nevadans through local school, public and academic libraries. Ensuring that all residents take full advantage of this and other virtual resources will be critical in continuing the roll out of these programs.

LSTA funding has been an important factor driving the improvement of library and information services. Yet, as these services have been improved and extended through local, regional and statewide programs – more is often expected. The level of service is constantly ratcheting higher. This will be an important challenge to address in libraries in the upcoming years.

V. Brief description of evaluation process

The Nevada State Library and Archives (NSLA) used a variety of reports, surveys, information sources and contracted consultants to evaluate the State Library's overall performance in meeting the LSTA goals for Nevada. Data was mined from annual reports, surveys, studies, group meetings and individual interviews.

The evaluation process was performed in two segments. The first was a review of the State Library's overall performance in meeting the goals of the LSTA program. The second was an in-depth evaluation of the Electronic Information Programs. The in-depth evaluation was contracted to an outside firm.

From an assessment of programs funded during the plan's timeframe, NSLA identified the Electronic Information programs supported by LSTA funds for the in-depth evaluation. A request for proposals (RFP) was released in February 2006 to contract for this identified topic. In May 2006, the state library contracted with Ryan Information Management to evaluate the Electronic Information Services projects developed and delivered as part of the Nevada Library Services and Technology Act (LSTA) plan within the state. The consulting group included Joe Ryan, president of Ryan Information Management; Charles C. McClure, Ph.D. and William Moen, Ph.D. completed this portion of the assessment. The targeted evaluation began in August 2006. Data collection and related research was completed by November 2006. The draft report was delivered in early January 2007. The draft was reviewed by the LSTA Evaluation committee and NSLA staff, prior to acceptance. The methodology used by the consultants is described in their report.

For the rest of the assessment, information was drawn from library and information individuals and groups that included the State Council on Libraries and Literacy, the LSTA Evaluation Sub-Committee, and representatives of various library types. Also involved were library directors, key library staff and users of the LSTA grant program.

In 2006, the NSLA developed a web survey to gather information on the LSTA program. The survey was released statewide. The survey combined questions regarding LSTA statewide programs and the grant process with open ended questions and general comment sections. The results of the survey are included in this report as part of the evaluation of specific activities and priorities funded in the past five years. The survey questions and are found in Appendix B. Also included in this review were the periodic user surveys which were a part of the statewide Continuing Education program, the Talking Books program and the Nevada Virtual Reference program.

The results of evaluation will be published in electronic format on the NSLA's website, with broadcast announcements sent via email lists and the Nevada Library Association's (NLA) listserv. A brochure style information sheet will also be distributed at the LSTA grant workshops, Library Director's meeting and at the NLA Annual Conference in Fall 2007.

The total cost for the evaluation is estimated at \$ 60,000. This includes the contract for the in-depth portion of the evaluation, the number of staff hours from the Library and Planning Development staff of NSLA, the hours contributed by the LSTA Evaluation committee and the estimated cost to publish the results of the process.

**Nevada Library Services and Technology Act (LSTA) Electronic Information
Program Evaluation**

by

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Nevada State Library and Archives
Sara Jones, State Librarian
Diane Baker Division Designee on this project
100 North Stewart Street
Carson City, Nevada 89701
Responding to RFP # 21

March 16, 2007

EXECUTIVE SUMMARY

The Nevada State Library and Archives (NSLA) asked the consultants to conduct an evaluation of the Nevada Library Services and Technology Act (LSTA) funded Electronic Information Program (ELP). ELP consists of the statewide online databases program and the Ask Nevada virtual reference service. In addition, NSLA asked the study team to examine its Nevada Legislative Hotline also partially funded using LSTA funds. The project began on July 1, 2006 and will end March 31, 2007. The evaluation:

- Provides an in-depth evaluation of the ELP, a key LSTA funded program during the current five year plan evaluation period;
- Helps satisfy the federal LSTA evaluation requirement and in particular describe the progress NSLA has made, via ELP, toward achieving Goal I of the Nevada LSTA five year plan: equitable access;
- Demonstrates the impact of LSTA funding of the ELP on the clients and staff of Nevada libraries;
- Provides a communication tool for the Nevada library community;
- Identifies issues currently faced by each service and suggest next steps; and,
- Will become a part of the next Nevada LSTA five year plan.

The next LSTA five year plan will be used by the Nevada library community to define itself over the next five years and be submitted to the Institute of Museum and Library Services (IMLS) a federal agency that offers significant federal funding to the state.

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Summary

Nevada's Ask Nevada virtual reference service and the statewide database program are achieving program goals and objectives. Without great fanfare these services have had a substantial impact on two core library services: reference and the provision of an adequate local collection. Nevada's experience in the development of these services mirrors the experiences had by other State Library programs. These programs are evolving to become key information services for Nevada citizen. Nevada should be proud!

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INTRODUCTION

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- Provide a communication tool for the Nevada library community;
- Identify issues currently faced by each service and suggest next steps; and,
- Become a part of the next LSTA five year plan.

The next LSTA five year plan will be used by the Nevada library community to define itself over the next five years and be submitted to the Institute of Museum and Library Services (IMLS) a federal agency that offers significant federal funding to the state.² This report will become a part of the overall evaluation of the LSTA Five Year State Plan 2003 – 2007.

¹ NSLA. LSTA five year plan 2003-2007 <<http://dmla.clan.lib.nv.us/docs/nsla/lpd/lsta/eval2007.htm>>. <<http://dmla.clan.lib.nv.us/docs/nsla/lpd/lsta/pdf/LSTApplan2007.pdf>>.

² This last sentence quoting from a recent NSLA RFQ #6 <<http://dmla.clan.lib.nv.us/docs/NSLA/RFP/RFQ5YearPlan-final.doc>>.

GENERAL METHODOLOGY & SCHEDULE

Research Questions

The study team identified the following principal ELP evaluation research questions:

- Legislative Hotline:
 - What role does the Legislative Hotline play, compared to other sources it providing information on current legislation, legislators and the legislative process?
 - What are the Legislative Hotline's current strengths and weaknesses?
 - What are potential next steps for the Legislative Hotline?
- Ask Nevada statewide virtual reference service:
 - What are Ask Nevada's goals, objectives, outcomes and progress made to date?
 - What has been Ask Nevada's usage?
 - What next steps in the form of service objectives and outcomes can the study team recommend?
- Statewide database program:
 - What is the State Library role in the provision of the statewide database program?
 - How is the statewide database program funded?
 - Does the statewide database program improve equitable database access in Nevada?
 - Does the statewide database program improve the overall efficiency with which Nevada libraries select and purchase databases?
 - What statewide databases are offered?
 - What is the overall use of the statewide database program?
 - What is the use of selected individual databases?
 - Are there any obvious collection gaps?
 - What is the statewide database program usage by library type?
 - Are there libraries where there is little or no use? Why is that?
 - What next steps should the statewide database program consider?

The study team conducted the evaluation during the period July 1, 2006 to January 10, 2007.

Study Population & Sample

The study team defined the study population as follows:

- Academic, public and school library managers familiar with the services being examined;
- Academic, public and school library users familiar with the services being examined;

- State Library and state agency officials familiar with the services being examined;
- Legislative Hotline, Ask Nevada and statewide database program service providers (including database vendors);
- Other State Library managers running similar services.

The study team studied this population using document analysis, electronic means (e.g., examination of web sites) and interviews. Eighty four library managers were interviewed. Appendix 1 identifies those interviewed or visited for this project during two site visits: August 2-19, 2006 and October 21-November 1, 2006. Appendix 2 provides examples of the study instruments developed. A CD provides pictures of selected Nevada libraries visited as part of this project.

Study Team and Roles

The study team and its principal roles are described next.

Charles R. McClure, with Ryan, was the project lead. He assisted in the design of study instruments and with Ryan took the lead on the evaluation of Ask Nevada. McClure advised on all phases of the project and participate in final report preparation.

William Moen took the lead on the evaluation of the statewide database program. Moen advised on all phases of the project and participate in final report preparation.

Joe Ryan, with McClure, was project lead, principal point of contact and handled financial arrangements. He designed all study instruments and took the lead on field interviews that collected new, primarily qualitative data for the project. He did the resulting analysis of the data. Ryan conducted telephone interviews and several visits to low ELP use libraries. He took the lead on drafting the final report.

Data Collection & Analysis

The study team collected and analyzed data for this evaluation in an iterative learning mode throughout the project. The researchers used each data collection and analysis event to inform subsequent data collection and analysis events. Table 1 summarizes these activities.

Table 1. Summary of Preliminary Project Work Plan & Schedule	
Date	Tasks Activities and Deliverables
Phase I: Project start, work plan finalization, first site visit	
July 1, 2006	Project start; appointment of NSLA project liaison, complete contract
July visit	Developed study instruments (See Appendix 2 for examples and reviewed materials gathered from NSLA.
August 2-19, 2006	Identify relevant existing NSLA ELP related data for analysis.
	Interview relevant LADT-LSTA members regarding the ELP; brief SCLLC members.
	Interview relevant State Library and Archives staff and users regarding ELP.
	Conduct initial library and user focus groups.
	Attend Nevada Library Association annual conference to collect additional data
	Review project with study team member William Moen
August–September	Analyze existing NSLA ELP data.
	Investigate other state virtual reference, legislative hotline and database programs.
	Pre test an Ask Nevada chat user survey to be administered in September.
Phase 2: Conduct second site visit, ongoing data collection visit and briefing	
October 21- November 1, 2006	Brief NSLA project liaison and others on study findings and conclusions to date. Continue to conduct interviews, phone interviews and site visits.
Phase 3: Final Report Drafting	
November- December	Complete data analysis. Brief NSLA and the State Council on Libraries and Literacy
January	Submit a final report.
January - March	Review of final report by NSLA.
Phase 4: Post Report assistance	
January - March	The study team will be available to assist NSLA staff on project related matters during January through March as they prepare the LSTA plan.

Efforts to ensure data quality

The study team made every effort to systematically reduce error due to researcher bias, incomplete or inaccurate data, and a host of other causes. The evaluators took a number of steps to reduce the threats to data quality in the present project, both during data collection and later during analysis (as suggested by Cresswell, 1994; Guba & Lincoln, 1981; Miles & Huberman, 1994; Patton, 1990; and Schwartzman & Strauss, 1973) including:

- Used pre-structured research questions and interview instruments, pre-planned fieldwork, and where possible pre-planned a final report format.
- Chose standard, well-regarded methods familiar to the evaluators and appropriate to the setting. Primary methods will be qualitative (Miles & Huberman, 1994; Patton, 1990) including the use of documentary evidence, interviews (Spadley, 1979) and focus groups (Kruger & Casey, 2000 and Morgan, 1988).
- Fully documented research design decisions in writing and in discussions among the study team.
- Sought dis-confirming and outsider evidence and points of view actively. The study team attempted, within the constraints of a site visit, to interview stakeholders from multiple-perspectives.
- Responded flexibly to the new and unexpected opportunities the data offered.

- Fully documented the data collected. Evaluators conducted follow-up interviews where necessary.
- Triangulated the data collected and use mixed methods. Data collected from one source was cross-checked with another. The evaluators compared data collected using one method with answers obtained via another method. The evaluators shared drafts of factual portions of the final report with a key liaison in each region to check for accuracy.
- Pre-structured data analysis and reporting as suggested by Miles and Huberman (1994). This approach was possible because most of the data collection was pre-structured and the intended shape of the final report was known.
- Checked the quality of the data by tracking the chain of evidence that the study team gathered to be sure it is firm enough to support statements made.

Each of these efforts and others increased the validity and reliability of the evaluation findings and provides a firm basis for making recommendations.

OVERALL NEVADA LSTA GOALS AND OBJECTIVES

Appendix 3 summarizes the relevant Nevada LSTA 2003-2007 Plan objectives identified by the study team.

LEGISLATIVE HOTLINE

Legislative Hotline Study Introduction

The Nevada Legislative Hotline has provided up-to-the-minute information on State legislative activities Monday through Friday, 8:00 AM to 5:00 PM *during the state's biennial legislative sessions*³ since 1975. Access is provided in three principal ways:

- Toll free telephone service: (Carson City/Reno: (775) 684-3360; Las Vegas (702) 486-2626 and the rest of Nevada 800-995-9080);
- E-mail <nvhotline@clan.lib.nv.us>;
- In-person at the Nevada State Library and Archives reference desk.

The Legislative Hotline added a web page⁴ in 1998. However, hotline services currently are only offered to users in the methods listed above.

Services offered by the Legislative Hotline include:

- Identification of bills by subject, bill status and summaries as well as mailed copies of bills upon phone request;
- How a legislator voted; how to contact a legislator;
- Committee agendas, schedules and hearing times;
- Assistance with navigation of the Nevada legislature's web site, including training and classes;⁵ and, finding of related Internet-based information.

The Legislative Hotline was originally located at the State Library, moved to the Bill Room in the Legislative building in 1979 and returned to the State Library and Archives Reference unit in 2005.

Principal users of the Legislative Hotline appear to include:

- Nevada librarians seeking to respond to user questions;
- Nevada citizens (residents and voters⁶);
- Nevada lobbyists and associations;⁷
- Legislators and staff;⁸ and,

³ This is approximately a three month (120 day) period February to June. Next session is to begin February 2007. The Nevada State Library and Archives reference desk answers questions about the legislature and legislative process between legislative sessions when there is significantly reduced demand.

⁴ Nevada Legislative Hotline <<http://dmla.clan.lib.nv.us/docs/nsla/services/hotline.htm>>.

⁵ Nevada legislature's web site <<http://leg.state.nv.us/>>.

⁶ There were 882,602 registered voters in June 2004 according to the Nevada Secretary of State.

⁷ E.g.s., Nevada Conservation League <<http://www.nevadaconservationleague.org/contactleg.html>>. Nevada Empowered Women's Project. (1999, April). New news.

<<http://www.lincproject.org/organizing/newsletters/archive/NewProject/april99/april99.htm>>. PLAN newsletter (2005, Winter). <http://www.planevada.org/report/winter05_newsletter.pdf>.

⁸ This is of particular importance in Nevada, one of no more than six states (as of 1998) that only meet

- Other states' legal staff, scholars and students.⁹

The Legislative Hotline answered 91,094 questions¹⁰ during the seven legislative sessions preceding the 2005 session (i.e., 1991-2003). Use of the hotline has risen and fallen over its thirty year history. E.g., 1977: 3,500; 1995: 16,500; 1997: 11,000; and 2003: 5,217.¹¹ Most recently Legislative Hotline usage has been in decline.¹² The 2005¹³ LSTA funding application indicated a staff of 1.5 FTE with a budget of \$36,000 including \$17,000 LSTA funds (for staff), \$11,500 State Library and Archives funds (for staff) and \$7,500 Legislative Counsel Bureau (for equipment/property).

Legislative Hotline Study Method

The study team interviewed the Legislative Hotline coordinator and various State Library and Archives staff; reviewed documentation supplied by State Library and Archives staff; consulted various Internet based sources including the Legislative Hotline and Nevada Legislature web pages; and interviewed selected Nevada library managers.

Legislative Hotline Study Findings

Table 2 compares the two principal current Nevada legislation information services offered to Nevada citizens by Nevada government: the Nevada Legislative Hotline and Nevada Legislation web site.

biennially and then only for 120 days. The legislators are, in general, less familiar with the legislative process than most elected legislators and therefore may need more assistance.

⁹ E.g., American Association of Law Librarians. Public librarians toolkit.

<<http://209.85.165.104/search?q=cache:9FXGSAogxu8J:www.aallnet.org/sis/lisp/nevada.pdf+Nevada+Legislative+Hotline&hl=en&gl=us&ct=clnk&cd=13>>. Kansas State Library. Government Research Service. (annual) State Legislative Sourcebook. Legislative hotline directory.

<http://skyways.lib.ks.us/government/grs/legdir.html>>. Zimmerman's research guide

<<http://www.lexisnexis.com/infopro/zimmerman/dispatch.aspx?z=1737>>.

¹⁰ 2005 LSTA grant application.

¹¹ See: (1998, January/February). *Marketing treasures*. 11 (3), 1.

<<http://www.chrisolson.com/marketingtreasures/mtcontent/MTPDFs/MTVol11PDFs/MTVol11No3POST.pdf>>. The 2003 figure is from the 2005 LSTA grant application.

¹² Attributed in part to the Legislative Hotline move away from the action at the legislative Bill Room back to the State Library and the availability of the Legislatures own web site.

¹³ Most recent data made available to the study team.

Information Need	Legislative Hotline	Legislative Web Site
General		
General information, frequently asked questions ¹⁵ and how NV legislative process works	Phone and e-mail response available	No FAQ, simplified legislative process information: http://leg.state.nv.us/General/General_Short.cfm http://leg.state.nv.us/General/im_just_a_bill.cfm http://leg.state.nv.us/73rd/opinions/reports/
Visitor directions	Phone and e-mail response available	Building maps: http://leg.state.nv.us/General/Maps/
Student page ¹⁶	No special materials but will respond via phone or e-mail to teacher or student requests.	Not available
Current news summary and current newspaper and media index or clippings/recordings re. legislative activity and debate	No direct link to media sources. State Library has a link at < http://dmla.clan.lib.nv.us/docs/nsla/services/nevada-news.htm >	No direct links to media sources or summaries
Help navigating legislature's web site	Phone and e-mail response available	
Legislators		
Legislative directory	Phone and e-mail response available	Who's My Legislator? What's My District? < http://mapserve.leg.state.nv.us/website/lcb/viewer.htm >
Profiles	Phone and e-mail response available	< http://leg.state.nv.us/lcb/research/leginfo.cfm >
Direct contact legislators	Contact information available by phone and e-mail	Contact list including mail, e-mail, phone, fax http://leg.state.nv.us/73rd/Legislators/Assembly/alist.cfm http://leg.state.nv.us/73rd/Legislators/Senators/slist.cfm
How legislator voted	Phone and e-mail response available	Not directly available
Committee rosters	Phone and e-mail response available	http://leg.state.nv.us/73rd/committees/

¹⁴ Table compiled by examining the Nevada Legislative Hotline and Legislature web sites and other state legislatures' web sites.

¹⁵ E.g., Wisconsin. <<http://www.legis.state.wi.us/faq.htm>>.

¹⁶ E.g., Washington <<http://www1.leg.wa.gov/legislature/StudentsPage/>> or New York Assembly Kids page <<http://assembly.state.ny.us/kids/>>.

Table 2. Comparison of Two Principal Ways of Obtaining Current NV Legislative Information		
Information Need	Legislative Hotline	Legislative Web Site
Legislation		
Live meetings	Not available	http://www.leg.state.nv.us/audio/AudioVideo.cfm
Opinion polls		Share your opinion < https://www.leg.state.nv.us/74th/opinions/Poll/?CFID=37377&CF_TOKEN=87793657 >
Agendas, schedules and calendars, times	Phone and e-mail response available	Calendar of meetings < http://www.leg.state.nv.us/74th/committees/schedule.cfm >
E-mail notification lists ¹⁷	Not available	https://www.leg.state.nv.us/74th/Subscriber/
How citizen can testify	Phone and e-mail response available	Senate: < http://www.leg.state.nv.us/Senate/07How%20to%20Testify%20Brochure.pdf > Assembly: <>
Current bill status	Phone and e-mail response available	Personalized bill tracking < https://www.leg.state.nv.us/74th/subscriber/ >
Current bill summary	Phone and e-mail response available	See above
How to obtain copies of bills	Will mail upon phone request	Personalized bill tracking < https://www.leg.state.nv.us/74th/subscriber/ >
Legislative histories	Phone and e-mail response available	http://leg.state.nv.us/dbtw-wpd/SimpleSearch.cfm
Hot topics	May have phone and e-mail response available.	Research Division Hot topics < http://www.leg.state.nv.us/lcb/research/library/HotTopics.cfm >
Braille availability of bills, documents	Not available	Not available
Laws & Regulation		
How to obtain existing law	Phone and e-mail response available	http://www.leg.state.nv.us/law1.cfm
How to obtain existing regulation	Phone and e-mail response available	http://www.leg.state.nv.us/NAC/
Other Help		
Additional sources of assistance	Phone and e-mail response available	Ombudsmen, Advocates, Public Information Officers < http://www.leg.state.nv.us/lcb/research/Ombudsmen.cfm >

Table 3 summarizes selected Nevada Legislative Hotline strengths and weaknesses.

¹⁷ E.g., Washington <<http://apps.leg.wa.gov/subscriptions/>> “The Legislative Lists provide a convenient way to be notified of hearings, floor activities, and more by e-mail. Get up-to-date committee agenda, receive the Legislative Weekly and Daily Meeting Schedules, and/or the Senate Order of Consideration postings.”

Strength	Weakness
Directed by Joyce Cox a highly regarded, trusted, Nevada Reference Librarian (Head of State Library Reference Department).	Legislative Hotline is now less visible: No longer sited where “the action is” at the legislative building Bill Room. Was a highly visible service of the State Library to a key stakeholder group, the legislature, now much less so.
Thirty year history viewed as an established, authoritative, information source both within and external to Nevada.	Usage has been steadily declining. Service not heavily promoted.
Provides an alternative, familiar (telephone), access to current state legislative information for those unfamiliar with, those trying unsuccessfully to navigate or those reluctant to use the Legislative web site approach.	Does not use particularly new or innovative technology. The service is essentially an extension of traditional telephone (and now e-mail) reference service. Legislative Hotline web site does not offer direct service but serves as an advertisement for phone hotline and legislature’s web site.
Requires a small amount of LSTA funding, involves a partnership with another state agency (the legislature), serves a recurring statewide information need.	Service might be better funded by state sources (rather than federal), specifically the state legislature, as seems to be done by nearly all other states. Presently appears to be a short term fix for a predictable, recurring high demand period for the State Library’s reference unit.
Useful services, particularly to Nevada librarians and users away from state capital.	But duplicated by the Legislative web site. Legislative Hotline and the Legislative web site essentially duplicate each others services.

Legislative Hotline Study Recommendations

Joan Kerschner, founder of the Legislative Hotline, comments about the Legislative Hotline’s future in a 1998 interview are relevant to day, “To ensure that NSLA continues to be a provider of this valuable service into the 21st century, it will be necessary to continually monitor changing technologies and to exploit opportunities to provide new value-added services to public, state government and legislator alike. This is the time to strategize and to strengthen our position and services in anticipation of the next session.”¹⁸

The Nevada Legislative Hotline is a well regarded service that no longer has a visible location close to legislative action. The presence of the Legislature’s web-based bill information product has also impacted the Hotline’s statistics. The State Library need to closely monitor the users of the service and may need to reinvent this service to keep it relevant to technological savvy users. However, the telephone or email service may be the best solution for those users who do not have access to a computer or do not have robust Internet connections, The reinvention question asks: is there a service not currently provided or an information technology delivery mechanism not presently used to deliver information relevant to current legislation that would be highly valued by two key stakeholder groups: legislators (and their staff) and Nevada residents

¹⁸ (1998, January/February). *Marketing treasures*. 11 (3), 1. <<http://www.chrisolson.com/marketingtreasures/mtcontent/MTPDFs/MTVol11PDFs/MTVol11No3POST.pdf>>.

(specifically registered voters)? The important constraint: if there is a new service or technology, would the State library have the capacity and political blessing to proceed?

The study team offers the following suggestions in an effort to reach technologically savvy users:

- **Chat:** As an interim step and at little potential cost, the Nevada Legislative Hotline could add an additional, means of access: chat using the pre existing Ask Nevada service. The addition of this approach would simply require coordination with the Ask Nevada service. This might be another way to manage demand if a sub-set of Ask Nevada staff was properly trained to handle legislative questions.
- **Roving hotline service:** Hotline staff using wireless, voice over IP and/or portable computers could position themselves where the legislative action is to assist legislators with questions and to respond more effectively to remote questions yet still be in contact with State Library resources and backup.¹⁹
- **Phone plus video:** Legislators (at the legislative building) and the public at select libraries throughout the state could remotely ask Hotline (and other) questions via a (Olive like)²⁰ phone and video hookup.
- **RSS feeds, blogs, podcasts, wikis:** Are there potential applications for any of these technologies?
- **Fax:** Some public libraries in other states allow their users to fax their views on current legislation to state legislators for free (a page limit may apply). The State Library or local library identifies the appropriate fax number for delivery. One state library level model is the Hawaii Public Library System.
- **Training:** The Legislative Hotline has offered training to legislators and staff in the past. Would this key stakeholder group attend a concise and focused training session related to the information needs of their job? Could some of

¹⁹ The Orange County Library System performs mobile reference, in which staff roams the library buildings to assist customers rather than wait at a desk for people to approach. Each mobile reference staff member wears a Vocera Communications Badge <<http://www.vocera.com/>>, which is a wireless device that uses voice recognition software. With a touch of a button, these badges allow staff to communicate with each other throughout the building and place calls outside the library. Mobile reference staff also carry handheld computer devices to access the Online Public Access Catalog (OPAC) or the Internet while assisting customers in the stacks or anywhere in the library. Mary Anne Hodel <hodel.maryanne@ocls.info> Director Orange County Public Library <<http://www.ocls.info/>> Orange County Public Library <<http://www.ocls.info/>> 101 E. Central Blvd. Orlando, FL 32801 Phone: (407) 835-7601.

²⁰ Olive is a remote reference service application implemented in all branches of the Orange County Public Library System (OCPL) in Orlando, FL (land area 907.6 square miles, Total Population: 1,013,947). It consists of a 12'x12' box with screen and a phone on top of a desk with chair. There is a good picture of the latest version at <http://www.tandberg.net/products/video_systems/public.jsp>. A person with a Hotline question might pick up the phone and be immediately connected with Hotline staff. For further information contact: Eric Atkinson <atkinson.eric@ocls.info>, Orange County Public Library Department Head, Information Systems Phone: 407-835-7470 or see: 2006 PLA presentation: http://72.14.203.104/search?q=cache:Sbayabzmal8J:www.placonference.org/handouts/264_Gronlund_Gr egg_083158_032906011241.doc+Information+Systems+Department+Head+Orange+County+Library+System&hl=en&gl=us&ct=clnk&cd=4. Tandberg videoconferencing technology <<http://www.tandberg.net/index.jsp?flash=true>>.

the training material be made available via the web? Key would be high interest on the part of this stakeholder group – if low interest why bother? Key would be the capacity of the State Library to offer the training. And key would be the willingness of other information providers to partner.

- **Government information clearinghouse:** the legislative process often requires fast access to data for informed decision making. This may include information from state, local, federal and other state government sources. For a beginning list of these sources in Nevada, see: Ombudsmen, Advocates, Public Information Officers <<http://www.leg.state.nv.us/lcb/research/Ombudsmen.cfm>>. Can the Legislative Hotline play a useful role in the provision of this information or is that role already played by others (e.g., Legislative Counsel Bureau or Legislative Research Division)?

The study team suggests that the State Library use an upcoming biennial legislative session to identify ways to reinvent its legislative hotline and to verify the segment of Hotline users that do not have the technology or technological ability to utilize the web based information.

ASK NEVADA

Ask Nevada Introduction

Ask Nevada <<http://www.asknevada.info/>> is a statewide²¹ Nevada virtual reference service. Users with questions, better than 98% of them Nevadans,²² can ask their questions using the Internet in three ways, by:

- Sending or receiving an E-mail message available 24 hours a day;
- Reviewing answers to previously asked, frequently asked questions stored on the Ask Nevada web site also available 24 hours a day; and,
- Discussing their question with trained virtual reference staff using a live chat forum. Trained virtual reference staff from the Las Vegas Clark County Library District, Henderson District Public Libraries, Washoe County Library District and the Nevada State Library and Archives staff the live chat service, on average, 90 hours per week.

Nevada is one of at least 34 states to support such a statewide virtual reference service. See Appendix 4 for a list of these statewide virtual reference services.

The Las Vegas-Clark County Library District (LVCCLD) proposed the service to the Nevada State Library and Archives (NSLA) in 2002. NSLA funded Ask Nevada, initially as a two-year project, in 2003 as part of its Electronic Information Program (ELP) using Library Services and Technology Act (LSTA) funds. Ask Nevada went online²³ on May 10, 2004 and uses Sirsi/Dynix's Docutek VR interface software.²⁴ 2005/2006 was the first full year, with experienced staff fully trained and in place.

Ask Nevada is ably run by two highly experienced LVCCLD employees:²⁵ The project managers are Lauren Stokes and Susan Williams. Ask Nevada District Coordinators assist Ask Nevada project managers in answering questions from the library districts that are the most heavy users. District Coordinators include: Joan Vaughan in Henderson, Scottie Wallace in Washoe County, Leo Segura in Las Vegas-Clark County and Joyce Cox at the Nevada State Library all veteran reference librarians. This group is further assisted by Ask Nevada partners – library public service staff throughout the state who have been trained by Susan Williams to staff and answer questions from the Ask Nevada virtual reference desk. As of 2006, 175 Ask Nevada Partners have been trained.

²¹ The 2004 proposal limited the virtual reference service to "Southern" Nevada but this was later revised to include the entire state of Nevada.

²² In 2005-2006, only 1% of the questions asked came from outside the state.

²³ Ask Nevada <<http://www.asknevada.info/>>.

²⁴ Sirsi/Dynix's Docutek VR interface <<http://www.DocutekVRinterface.com/>>.

²⁵ The study team wishes to thank the Ask Nevada project managers for going out of their way to obtain and supply evaluative data for this study.

Ask Nevada Study Method

NSLA asked the study team to examine Ask Nevada as one component of the *Nevada Library Services and Technology Act (LSTA) Electronic Information Program Evaluation*. The approach taken by the study team consisted of the following elements:

- **Outcomes:** Identify Ask Nevada outcomes which may include goals, objectives and implementation targets chosen by Ask Nevada managers and mentioned in supporting documents (i.e., Ask Nevada proposals and evaluations) or during interviews. Additional outcomes suggested by the Ask Nevada users interviewed or surveyed for this study were also included where appropriate;
- **Progress:** Describe progress made toward achieving the outcomes identified by the project managers using an examination of the Ask Nevada web site, documentary evidence (including a rich array of reports, surveys and anecdotal evidence), interviews with project staff and interviews with Ask Nevada Partners and users (primarily Nevada library managers) throughout the state; and then,
- **Next steps:** Identify issues and approaches to address them that the Ask Nevada managers might consider to improve the program in the future.

Appendix 5 identifies selected documents examined as part of the Ask Nevada portion of the study. Appendix 1 identifies those interviewed individually or in a group for the study in two separate visits to Nevada on August 2-19 and October 22 to November 1, 2006. Some of those interviewed also completed brief surveys summarizing their thoughts on topics discussed during the interviews. The study team conducted a number of telephone and e-mail interviews with project staff in addition to face-to-face interviews. Additional follow up e-mail and telephone interviews were conducted as needed. These activities occurred between July and December 2006.

Ask Nevada Study Findings

The findings by study team suggest that the Ask Nevada program is accomplishing its goals, has a range of data sources that describe the success with which the various outcomes and implementation targets are being accomplished, and suggest that the program is evolving to become a key information service for residents in the state of Nevada. Based on the study team's evaluation of other statewide virtual reference services, the Ask Nevada program is in line with their experiences, growth, development, and issues associated with that growth. Table 4 summarizes Ask Nevada goals, objectives and outcomes identified from various Nevada sources and summarize the progress made.

Table 4. Ask Nevada Outcomes and Progress Made to Date			
Nevada LSTA 5 year plan 2003-2007 Objective 1.1: is to provide all residents of Nevada with convenient access to quality information in a variety of formats. The Ask Nevada project is designed to reach all Nevada residents who have access to a computer.			
2003 Overall Goal: ²⁶ The overall goal of the E-Reference Desk for Nevada is to establish an online, real-time reference service for English and Spanish-speaking users through a new partnership of school and public libraries in Nevada by:			
2003 Objective A: Creating and promoting access to an online reference service to meet the information and educational needs of Nevada residents, including those whose first or primary language is Spanish.			
Identified Ask Nevada Outcome	Progress Made to Date		
2003 Outcome 1: Approximately 10,000 questions will be answered for residents of Nevada.	Ask Nevada Activity Statistics		
		2004-2005	2005-2006
	Total Virtual Sessions	1541	2264
	Total Chat Sessions	1148	2165
	Total Email Ref Sessions	1510	2910
	Total Questions Asked	3022	5566
	Total Questions Answered	2812	5301
	Total questions answered over the two year period were 8113. The questions answered have shown a dramatic increase from year 1 to year 2. If the trend continues the target number should be reached within the next two years.		
Additional data on users: An Ask Nevada analysis of the age of question askers (for those responding) some 54% of respondents reported their age in the 25-65 age group and approximately 30% reported their age as being in 17 and under group. While this information is useful in tracking the success of the digital reference service for school age users, future data collection efforts may wish to further define the 25-65 age group into additional categories.			
2003 Outcome 2: Nevadans will have increased access to reference services by approximately 50% (in LVCLDs example from 72 to 117 hours).	Nevadans do have significantly increased access to reference service. Ask Nevada offers three methods of use. Two methods, e-mail questions (and answers) and web access to a database of frequently asked reference questions and answers are available 24 hours 7 days a week greatly increasing access to reference service throughout the state. Ask Nevada also offers live chat reference service on average on average, 90 hours per week (in 2005-2006). At minimum, this makes virtual reference service accessible throughout the state on par with hours of service in large Nevada system libraries.		

²⁶ Unless otherwise noted (i.e., 2005 Outcome) the goals, objectives and outcomes are from: Stokes, Lauren and Ledebor, Nancy. (2004). *E-Reference Desk for Southern Nevada*.

Table 4. Ask Nevada Outcomes and Progress Made to Date (Continued)	
Nevada LSTA 5 year plan 2003-2007 Objective 1.1: is to provide all residents of Nevada with convenient access to quality information in a variety of formats. The Ask Nevada project is designed to reach all Nevada residents who have access to a computer.	
2003 Overall Goal: ²⁷ The overall goal of the E-Reference Desk for Nevada is to establish an online, real-time reference service for English and Spanish-speaking users through a new partnership of school and public libraries in Nevada by:	
2003 Objective A: Creating and promoting access to an online reference service to meet the information and educational needs of Nevada residents, including those whose first or primary language is Spanish.	
Identified Ask Nevada Outcome	Progress Made to Date
2003 Outcome 3: The availability of Referencia en Espanol (or some form of a Spanish virtual reference component, 2005) will attract additional Spanish-speaking patrons to the participating libraries in person and on-line.	A Spanish language version of Ask Nevada has been a priority since the beginning of the service. However, Docutek VR has not made available their Spanish language component (under development since Ask Nevada started). The promise of the Docutek VR approach is a Spanish Desk handling questions from all over the country. No one district or consortium has sufficient bi-lingual staff to provide adequate coverage for Spanish patrons, so Docutek hopes to have an established nation-wide desk, with employees trained to handle questions from all participating libraries. Further development of a language version of Ask Nevada is on hold until the Docutek VR product or other better alternatives become available.
2003 Outcome 4: 90% of patrons requesting assistance will reside in Nevada.	This outcome was easily met: in 2005-2006 only 1% of the questions asked came from outside the state. In 2005-2006, 90% of all questions asked came from the two large Nevada urban areas: 70% came from Las Vegas-Clark County Library District (LVCCLD); 15% from Henderson County; 5% from Washoe County. In another analysis of question source by zip code, completed as part of the 2005 program evaluation, similar findings resulted. 4 library districts: Henderson, Las Vegas-Clark County, North Las Vegas & Washoe account for 86% of the population served. In essence, the questions asked were from and in proportion to the population centers. The limited participation in the program from outside the two major urban centers may be an issue that requires additional attention. See Appendix 6 for additional details.
2003 Outcome 5: Use of statewide databases will increase by 10% over the course of the grant project.	The use of statewide databases did increase by 10%. However the impact of the Ask Nevada service on the increase in statewide database use is unclear. The study team recommends the outcome as written be dropped.
2005 Outcome: Renew license on 5 seats and add 3 more seats to the Virtual Reference Desk to enable increase simultaneous use due to increased use.	An Ask Nevada goal is to add one additional large library such as UNLV, UNR or Community College of Southern Nevada (CCSN) to the virtual reference service. In order to add a partner of this size we will need to have additional seats for additional staff. Currently Ask Nevada has 4 seats with no plans to increase that number.

²⁷ Unless otherwise noted (i.e., 2005 Outcome) the goals, objectives and outcomes are from: Stokes, Lauren and Ledebor, Nancy. (2004). *E-Reference Desk for Southern Nevada*.

Table 4. Ask Nevada Outcomes and Progress Made to Date (Continued)									
2005 grant renewal implementation target: Survey the staff and users for their feedback on the usefulness of the program.									
Identified Ask Nevada Outcome	Progress Made to Date								
Study team observed outcome: The results of regular Ask Nevada evaluations should be incorporated into future planning and service development.	The study team believes that the program managers of the Ask Nevada program should be applauded for the success with which they have conducted the various evaluations throughout the course of the program. Data reported in the 2004 and 2005 <i>LSTA Final Evaluations</i> (as well as a range of other data reviewed by the study team see Appendix 5) provide excellent documentation for Ask Nevada’s growth and success. The various surveys, statistics, and other information they collected demonstrate not only good evaluation efforts, but how those evaluation efforts can then be incorporated into program planning and development.								
Study team observed outcome: Ask Nevada should act to keep user satisfaction with the service high.	<p style="text-align: center;">2004-2006 Ask Nevada Satisfaction Survey</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Is this [chat service] easy to use?</td> <td style="width: 30%;">87% yes</td> </tr> <tr> <td>How helpful was [chat] service received today</td> <td>70% very helpful</td> </tr> <tr> <td>How was the attitude and behavior of the persons who helped you [on chat]?</td> <td>69% Incredibly helpful and friendly</td> </tr> <tr> <td>Was email reference easy to use</td> <td>98% yes</td> </tr> </table> <p style="text-align: center;">Study Team Selected Sample from Ask Nevada Collected Qualitative Data on User Satisfaction</p>	Is this [chat service] easy to use?	87% yes	How helpful was [chat] service received today	70% very helpful	How was the attitude and behavior of the persons who helped you [on chat]?	69% Incredibly helpful and friendly	Was email reference easy to use	98% yes
Is this [chat service] easy to use?	87% yes								
How helpful was [chat] service received today	70% very helpful								
How was the attitude and behavior of the persons who helped you [on chat]?	69% Incredibly helpful and friendly								
Was email reference easy to use	98% yes								
	<p>“It was a neat experience. The librarian was fast in looking for my requested information. Unfortunately, the obit I requested to have researched wasn’t published...but I received that information with lightning speed. WOW! Very friendly librarian. Thanks for the help.”</p> <p>“I’ve exhausted other services to no avail and this service proved to be very beneficial. Thanks you.”</p> <p>“The library I go to was closed so this is very easy for me to use.”</p> <p>“I needed help and I couldn’t drive to the library, so this is the next best thing.”</p> <p>“I was stuck and it sounded too good to be true, but it wasn’t!! Thank you.”</p> <p>“It’s nice to be able to actually connect to a live person anytime [and] it helps put things in a better perspective.”</p> <p>“These are just a flavor of the numerous positive statements that have been received as evidence of user satisfaction with the virtual reference service.”</p>								
Study team observed outcome: Ask Nevada should act to increase repeat use of the service.	Over the reporting period, the percentage of repeat users (first time users versus more than one time user) has stayed about the same: 72% first time users, 28% repeat users. One potential future indicator of good service may be if, a greater percentage of users are repeat users rather than first time users. Interestingly, however, responses to the question “How often will you use virtual reference again?” resulted in 74% indicating that they would use it 75% of the time or more.								

Table 4. Ask Nevada Outcomes and Progress Made to Date (Continued)	
Nevada LSTA 5 year plan 2003-2007 Objective 2.1: is to make all Nevada residents aware that their libraries offer high quality information resources and services that are relevant to their lives. This can help the residents succeed in school.	
Identified Ask Nevada Outcome	Progress Made to Date
<p>2005 Outcome: Ask Nevada should increase marketing efforts to library staff and users.</p>	<p>Ask Nevada staff have increased marketing and related training efforts each year. Their activities in this area mirror efforts by other comparable virtual reference services. Examples of Ask Nevada promotional efforts include: "point of sale" posters, fliers and bookmarks; feature articles in participating library newsletters; making efforts to have participating libraries add Virtual Reference Icons to their home pages; press releases to state and local newspapers, radio and television stations, and school district information officers for distribution to individual schools; and, presentations upon request at schools, organizations and groups promoting the virtual reference service. For examples see the appendices in the <i>2004 LSTA Final Evaluation Report</i>.</p> <p>That said, a coordinated effort is needed in Nevada small towns and rural areas to increase awareness of the service and its utility among all types of libraries' public service staff as well as their users.</p>
Nevada LSTA Five Year Plan 2003-2007 Objective 3.1: is that Nevada libraries will use up-to date resources, and be staffed by employees who are competent to use those resources.	
2003 Objective B: Provide librarians with a better understanding of online resources and the skills needed to serve online customers.	
Identified Ask Nevada Outcome	Progress Made to Date
<p>2003 Outcome 6: All staff members involved in E-Reference Desk will benefit by an increased knowledge of online databases and Internet resources.</p>	<p>Ask Nevada staff noted: A greater general awareness of electronic library resources. Library staff needed to use the online databases more frequently, to help remote patrons. [Project staff] spent a lot of time singing the praises of the electronic databases, and helping anyone she talked with become more familiar with their availability and benefits.</p>
<p>2003 Outcome 7: All staff members involved in E-Reference Desk will benefit by an increased knowledge of skills necessary to work in an online environment. 2005 Outcome: Staff will benefit from ongoing reference training.</p>	<p>There were obvious, though undocumented, gains in Partner and those receiving training, skill sets. These gains included ability to access, sometimes for the first time, the statewide databases.</p> <p>That said, librarians and users interviewed, even those within the major population centers, indicated that they were not comfortable in using Ask Nevada and did not feel confident in their ability to use Ask Nevada with a local library user. The problem was compounded in rural areas by less familiarity with electronic resources and services in general and less reliable telecommunications not to mention lack of time. Many of the rural libraries visited were one person operations where time to do any one thing is at a premium. It is ironic that there is no time to learn about a potential time saver at many of these locations.</p>

Table 4. Ask Nevada Outcomes and Progress Made to Date (Continued)					
Nevada LSTA Five Year Plan Objective 1.3: is that Nevada libraries will with each other, and other agencies, to provide high-quality resources efficiently. The Nevada Library Network, a consortium of Nevada Libraries, staffs the Virtual Reference project. The founding members of the Nevada Library Network are LVCCLD, HDPL, Washoe County and NSLA. More libraries will be invited to participate.					
Identified Ask Nevada Outcome		Progress Made to Date			
2005 Outcome: Increase involvement of libraries throughout Nevada in the provision of virtual reference service.		The founding members of Ask Nevada, the Nevada Library Network (consisting of LVCCLD, HDPL, Washoe County and NSLA) continue to provide the bulk of Ask Nevada staff and their users provide the bulk of Ask Nevada questions.			
Study team observed outcome: Ask Nevada can serve as a model for cooperative library partnership to obtain mutual beneficial results.		A universal sentiment among those interviewed by the study team was that Ask Nevada's greatest achievement was in how it brought together libraries with different interests to meet a shared need.			
Study team observed outcome: Library managers and public service staff have a better appreciation of Nevada library staff, library services and communities other than their own as a result of Ask Nevada.		Ask Nevada evaluations and study team interviews note: Las-Vegas Clark County, Henderson, Washoe and NSLA have all commented that most of their questions come from districts other than their own, and have involved learning more about the other districts resources, policies and staff. Staff awareness of other parts of the state, and other library resources has increased. "As we answered questions for other library district patrons, we usually needed to consult the other districts' web pages and to talk with the staff. Those "other libraries" became real places with real people."			
Study team observed outcome: Ask Nevada library managers should seek to improve the efficiency of its virtual reference service delivery wherever possible		Ask Nevada Costs per Transaction Cut in Half in Second Year of Project			
		Project Year	Project Cost	# transactions (Questions answered)	Cost per transaction (Cost/question answered)
		2004-2005	\$113,000	2812	\$40.18
		2005-2006	\$109,000	5574	\$19.56

Ask Nevada Recommendations

Overall, the development and implementation of the Ask Nevada project has clearly been a success. Four critical success factors stand out:

- The financial support offered by the NSLA using LSTA funds to start a fledgling service;
- The enthusiasm and savvy management of Ask Nevada project managers Lauren Stokes and Susan Williams;
- The critical support provided by the Las Vegas-Clark County Library District led by Daniel L. Walters Executive Director.
- The assistance provided by libraries and library systems throughout Nevada in allowing their key reference staff to participate as Ask Nevada District Coordinators and Partners.

Table 5 offers a set of next steps in seven areas in terms of objectives and outcomes for Ask Nevada as it continues to develop including:

- Improved Ask Nevada marketing;
- Increased training for library managers and library users particularly in small town and rural locations outside Clark county;
- Exploration of alternative virtual reference technologies;
- Increased numbers and variety (geography, library type) of actively participating Partners;
- Systematic programs for selected target user groups and selected Ask Nevada uses;
- Improved evaluation: techniques, quality control, impact;
- Better awareness of and coordination with other Nevada “virtual reference” providers.

The recommendations offered should be viewed as suggestions to the experienced managers of a relatively new service that have already made good choices as they developed Ask Nevada.

All Nevada residents now have extended access, even when their local library is closed, to high quality reference service often previously unavailable. In reviewing the various data and evidence describing the project, it is also clear that the flexibility, professionalism, and enthusiasm of project staff played an important role in the success of the effort. Building on the existing success, the project staff still has a number of areas in which the project can be improved as highlighted above. Continued development of the project is likely to address these areas for improvement and increase the impact and benefits of the Ask Nevada service.

Table 5. Recommended Additional Ask Nevada Service Objectives & Outcomes for the Future	
Objective: Increase marketing efforts in a systematic way each year.	
<p>Outcome:</p> <p>1) Ask Nevada needs to develop a systematic and coordinated marketing plan that simply explains: what Ask Nevada is, how to use it, how to train users to use it and motivating reasons to use it. This plan may include annual targets. E.g., target small town and rural users, teens, college term paper help. E.g., sister state and local government agencies: you need to know about them, they need to know about you (see discussion below).</p> <p>2) Some component of the plan should include visits to small and rural libraries working with library public service staff and users to actually use Ask Nevada. Ideally the person making the site visit should be the Partner likely to be answering the question using prepared and standardized supporting marketing materials.</p> <p>3) Easy to use marketing materials should be prepared for library public service staff to present to small groups of users, for users to use independently, for community groups (e.g., school teachers) to use.</p> <p>4) Outcomes in this area should be tied to (at least short term) increase in usage in the Nevada area visited or among the groups targeted.</p>	<p>Discussion: The almost universal response by librarians and users outside Clarke and Washoe counties is summarized by this representative quote: "I have heard about the Ask Nevada service (although probes frequently suggested the respondent didn't know what the service offered). I have not used the service, I have not recommended the service to any of my library users. Nor do I know of any of my users who have used Ask Nevada."</p> <p>Several librarians (outside Clarke and Washoe counties) commented to the site visit interviewer that the first time they had heard about Ask Nevada was reading an advertisement in their local paper. They wondered why they had not heard about it prior to when their users were hearing about it.</p> <p>While the project managers have made valiant efforts to market and promote the Ask Nevada project, they simply need more assistance, a more formalized marketing plan, and resources to support the implementation of that plan.</p>
Objective: Training	
<p>Outcome: Library managers: X number of public service staff at small town and rural libraries were trained, Y increase in use resulted.</p>	<p>Discussion: This discussion follows that in marketing above. The objective is to train more people to want to use Ask Nevada. The reward (and small incentives are in order) is to move the training process as far down into the community as possible.</p>
<p>Outcome: Library users: X number of library users were directly trained by Ask Nevada staff, Y by Partners, Z by local public service library staff, A were trained by others in the community and B increase in use resulted.</p>	
Objective: Alternative VR Technologies:	
<p>Outcome: Ask Nevada staff evaluated or experimented with Y new virtual reference technologies and decided Z.</p>	<p>Discussion: Already newer technologies are being touted as better virtual reference platforms. For example, the current discussion regarding IM being had at Henderson Public Library and elsewhere. The reality is that for the foreseeable future technological innovation will be the norm. Ask Nevada has a choice: be a perceived leader and partner or become irrelevant. The study team suggests building into Ask Nevada experiments with new technology and close association with new technology leaders. (UNLV has worked with IM already).</p>

Table 5. Recommended Additional Ask Nevada Service Objectives & Outcomes for the Future (Continued)	
Objective: Partners: The objectives should be to increase the number and variety of Partners actually answering questions – enough are already trained to do so.	
Outcome: X partners answered Y or greater reference questions, an increase of Z over last year.	Discussion: Ask Nevada staff noted that most of the librarians answering questions are from 2-3 libraries and from public libraries. Expansion of those answering questions to additional libraries, and libraries that are academic and school, may assist in accomplishing increased collaboration and support for the project statewide. Thought should also be given to the value/feasibility of trying to link question answers in geographic proximity to question askers. Or, have the same person or small group answer questions from a nearby geographic area. A problem sensed by the study team is that there would be more frequent use by public service staff and users if they “knew” or “trusted” the person answering their questions. The issue, offered without solution, is how to do that virtually.
Objective: Target Users & Uses more systematically, precisely and effectively.	
Increase Ask Nevada service to Spanish speakers and other foreign language speakers.	Discussion: The need to provide reference services to Spanish speakers was acute in 2002. The need has only increased. Even offer live chat with a Spanish speaking reference librarian during limited daylight/weekday hours might be a very useful statewide contribution to beginning to address the problem. One potential modest solution to consider for assisting reference librarians attempting to bridge the language barrier at the reference desk is PolyTalk ²⁸
Outcome: Small town/rural: X questions originated in small communities and increase of Y over the previous here.	Discussion: Ask Nevada has already begun to report outcomes in this way: e.g., 18 rural communities accessed Virtual Reference this year. Overall questions answered will always be an important statistic. But Ask Nevada may need to count and reward itself for small increases in service to hard to reach groups. “E.g., Could 1 question answered for an Ely user be equal to 2 answered in Henderson?”
Outcome: Hearing impaired, homework help, seniors, legislative hotline....	Discussion: Ask when you can unobtrusively tell, target the high political value as well as the high need. See evaluation objective below.

²⁸ PolyTalk <<http://www.polytalk.info/>> provides real-time interpretation for users with limited English proficiency through a network of volunteer interpreters and resource kit containing multilingual scripts for basic reference transaction question negotiation. The volunteers log into a secure Web site where they set their hours, proficiency levels, and contact information. Librarians who are registered users can then access this secure database to find an available interpreter in the language of the patron before them. Contact: Amanda McKay <amckay@lincolntrail.info> Lincoln Trail Libraries System Phone: 217-352-0047 x209.

Table 5. Recommended Additional Ask Nevada Service Objectives & Outcomes for the Future (Continued)	
Objective: Evaluation: Continue to embed evaluation conclusions in planning and programmatic change.	
Outcome: Identify changes in Ask Nevada service that might be implemented based on formal transaction log analysis.	Discussion: Consider conducting formal analysis of a sample of actual reference transaction logs. An additional evaluation tool that might be employed is assessment of the chat reference transaction logs. Significant improvements on formal methodologies to do this type of assessment have been made and the results from such an analysis could help fine-tune the chat process.
Outcome: Consider: Quality control: Increase of X% in response time. Improvement in response quality of Y% based on sample of Z transactions by expert reference reviewers. Z Partners were tested on the quality of their answers to reference questions and were awarded expert status for one year.	Discussion: It is not too early to consider ways to evaluate the quality of the reference transaction and to take effective action to improve quality.
Outcome: Document the value of the service to special interest groups.	Discussion: How many Spanish, hearing impaired, school kids, rural from my district were served? If you can't figure it out unobtrusively you need to ask.
Objective: Coordinate better with other Nevada "virtual reference" service providers.	
Outcome: An online directory of Ask Nevada service providers was created. X entries were added or updated this year.	Discussion: There are a number of government and non profit providers of virtual reference services in Nevada (particularly of you include e-mail question answering services) Can these virtual reference service providers in the state be effectively organized to provide better service to all?
Outcome: Nevada e-government and virtual reference service providers were contacted and Ask Nevada marketing materials were distributed.	Discussion: for a list of potential state level e-government partners see the state legislators: Ombudsmen, Advocates, Public Information Officers < http://www.leg.state.nv.us/lcb/research/Ombudsmen.cfm >.

STATEWIDE DATABASE PROGRAM

Statewide Database Study Introduction

A database usually consists of two electronic (as opposed to paper) parts: a tool to help the user to find needed information – often called a search system; and, the actual information itself, the collection – the full text of an encyclopedia, magazine or newspaper article, book or auto repair manual or a fact, statistic, picture or photo. Vendors, such as Ebsco, Facts on File, Gale and Grolier obtain databases from producers and combine them into various packages with a uniform way of searching them (a common search interface). Nevada libraries may also create databases, that is be a database producer, particularly of valued and unique materials. For example, See NSLA's Discover Nevada's History.²⁹ Libraries often jointly purchase, coordinate purchases or negotiate a group discount due to database expense and vendor pricing models. Nevada is one of 44 states to support a statewide database program with the databases accessible over the Internet at a computer at home, office or library. See Appendix 7 for a list of statewide database programs in the U.S. Nevada's statewide database program began in 2002.³⁰

The statewide database program increases access and use of collections just as Ask Nevada increases access and use of reference. The Nevada statewide database program:

- Provides access to substantially enhanced collections that most libraries may not be able to obtain on their own -- particularly magazines, newspapers and reference materials but also books, auto repair manuals, photos etc.
- Makes this material easier to find than print-based approaches (but not as easy as other electronic approaches – see issues below);
- Makes the material available wherever there is an Internet connected computer, whether that is at home, office or library; and,
- Makes the material available whenever it is needed, 24/7.

Where once a good Nevada library provided access to a 100 magazine and newspaper titles, now with the availability of the statewide database program, every Nevada library provides its citizens with access to more than 1000 periodicals. Now it takes minutes to conduct a search through magazines and newspapers for information where once it hours or even days.

²⁹ <<http://dmla.clan.lib.nv.us/docs/NSLA/archives/history/>>

³⁰ Some level of statewide electronic information existed prior to 2002 – for this report the specific time period being evaluated begins in 2002.

Statewide Database Study Method

The study team examined the Statewide Database Program using several different approaches:

- Interviewed relevant State Library managers;
- Met with the NSLA Statewide Database Evaluation Committee;
- Interviewed Nevada library managers whose libraries purchase³¹ a large number of databases including: University of Nevada Las Vegas, University of Nevada Reno, Nevada Clark County Library District, Henderson Public Library and the Clark County School District;
- Examined vendor and State Library supplied database usage data;
- Interviewed Nevada academic, public and school librarians and users regarding their experiences with the statewide database program
- Examined activities by other State Libraries related to provision of statewide databases.

These approaches enabled the study team to better understand how Nevada residents are using these electronic databases and the challenges the program faces.

Examining Vendor-Supplied Statistics, Format, and Content

Vendors of databases to Nevada provided two types of usage statistics helpful for this study:

- Usage data by individual databases from each vendor – both summary and/or for specific time periods;
- Usage data by library for specific time periods.

The study team's analysis focused on the period July 2002 through July 2006. Appendix 8 summarizes the specific data from each vendor available for the study.

³¹ The word purchase is used throughout this report to mean the renting of access to a database for some specified period of time, usually at least a year. In general, at the end of this time, the library no longer has access to the database or its contents.

Statewide Database Study Findings

The Nevada statewide database program began as an LSTA funded pilot project in 1997. The program uses primarily state funds (Nevada Department of Education's Commission on Educational Technology budget line item passed through to NSLA) along with federal (LSTA) funds (about 11% of total 2006 funding). \$424,463³² was spent in 2006 to purchase 30 licensed library databases from the four database vendors accessible by all the libraries in Nevada (school, public & academic) and remotely at home or work. Currently the databases are used statewide 3.5 million times per year.³³ Roughly, it costs 12 cents a search and dropping to provide the statewide database service.³⁴

NSLA Statewide Database Program Management and Role

The Nevada State Library and Archives has managed the Nevada statewide database program since its inception. Key activities³⁵ include in part:

- Conducting vendor database purchase negotiations including developing the vendor request for price agreement through Nevada State Purchasing Division;
- Coordinating the statewide database evaluation committee that evaluates the bids for each of the database contracts. The committee has included classroom teachers, a school administrator, and school teacher/librarians from seven school districts (Carson City, Clark County, Douglas, Elko, Lyon, Washoe, and White Pine) in the state representing urban and rural Nevada;
- Working with vendors to ensure that all school districts have access to the databases;
- Providing some promotional materials such as press releases and bookmarks;
- Working with vendors to provide database training as defined under the statewide contract for each vendor;
- Providing some local troubleshooting to identify why school districts cannot access the databases and then putting the local staff together with the appropriate vendor staff to address the issue.

All DOE/CET and LSTA funds are currently spent solely on database purchase. All other costs for bidding, advertising, training and promotion as outlined above are born by the NSLA.

³² This figure does not include NSLA or other contributed funds if any. Data disagree with that reported below.

³³ See the 2006 NSLA response to the CIPP evaluation checklist for programs supported by the Nevada Commission for Educational Technology 2006-07.

³⁴ Calculated by dividing the 2006 (DOE/CET & LSTA) cost of the service \$424,463 by the number of searches 3.5 million.

³⁵ Tasks identified in the 2006 NSLA response to the CIPP evaluation checklist for programs supported by the Nevada Commission for Educational Technology 2006-07.

The statewide database program is managed by Sara Jones,³⁶ NSLA Administrator, and Karen Starr, project manager and Assistant Administrator. Both administrators are experienced, knowledgeable library managers well regarded by those interviewed within the state and beyond in the professional library community. The program's success particularly in the growth of program use, successful emphasis on the use of local (rather than federal) funding and active involvement of stakeholders throughout the state in database selection is a credit the management team. The program's most significant current challenge is to find ways to extend the benefits of the statewide database program to those areas of the state with little or no database use. That this has not happened is not the result of management failure rather it is due to the present lack of financial (and human) resources.

Database Selection and Purchase

Nevada libraries obtain access to vendor supplied databases in several ways including:

- Individual library purchase from a database vendor;
- Purchase by library system or school district;
- Consortia purchase e.g., BCR, CLAN purchase, University of Nevada Reno or UNLV participation with Utah libraries in Pioneer;
- Group discount, a group of libraries obtain a volume purchase discount;
- State Library and Archives and State Department of Education partnership (referred to here as the statewide database program)
- Discount upgrade purchase due to membership in any of above: Vendors may offer a discounted rate on a higher quality package of databases if a library (or a system, school district, consortia, group or State Library) has already purchased a less quality package of databases.

The result is that Nevada libraries, even within type, have unequal database access depending largely on the size of the library's budget and to some degree on the database purchasing and technical expertise of library managers. This situation is pervasive through all states. Statewide database programs are one of the more effective ways of addressing the equity issues.

Statewide Database Program Makes Significant Use of Local (State) Funds

The Nevada State Library and Archives and the Nevada Department of Education's Commission on Educational Technology (DOE/CET) established a partnership to provide the statewide database program to libraries and schools. The DOE/CET supplies funding³⁷ and the State Library and Archives supplies funding,³⁸

³⁶ The NSLA Administrator position is currently vacant; Sara Jones is now Director, Carson City Public Library.

³⁷ DOE/CET funds are passed through to NSLA from a DOE/CET budget line item.

using federal LSTA funds, and manages database selection. See Table 6 for the funding break down over the course of the program to date.

Table 6. Estimated Funding for Nevada Statewide Database Program³⁹

Year	Federal LSTA Funds	LSTA % Total Funding	State DOE/CET Funds	NSLA Funds	Other	Annual Total
2002	\$102,994.00	100%	\$0.00	\$0.00	\$0.00	\$102,994.00
2003	\$159,436.50	24%	\$500,000.00 ⁴⁰	\$0.00	\$0.00	\$659,436.50
2004	\$429,500.00	100%	\$0.00	\$0.00	\$0.00	\$429,500.00
2005	331,284.22	40%	500,000.00	\$0.00	\$0.00	\$831,284.22
2006	\$59,198.07	14%	\$376,583.00	\$0.00	\$0.00	\$435,781.07
2007	\$256,125.00	34%	\$503,401.00	\$0.00	\$0.00	\$759,526.00

The Nevada statewide database program uses a substantial amount of state, rather than federal LSTA funding. State funds are the result of a State Library partnership with the State Department of Education. Other states are just beginning to explore state funding and state agency partnerships to fund their database programs. In Nevada, and to the State Library's credit, state agency funding and partnerships are the norm.

The consequences of the lack of state database support to the State Library are already apparent and will become more pressing in the future. For example, because primary statewide database funding comes from DOE/CET, the database collection is oriented to K12 interests. This makes support of database collections in other areas difficult. Database selection and management is easily a full time job. Yet this only one responsibility of the NSLA database project manager. Other areas that may need attention if the statewide database program is to equitably serve the entire state and continue to increase usage will not receive attention without additional NSLA staff. These areas may include: field level IT staff to resolve database connection and authentication and other IT related issues, database staff and public training and marketing of the statewide database program. Now that the statewide database program has proven itself modest legislative support directly to NSLA would return significant dividends.

Statewide Database Program Vendor Expenditures

Table 7 provides an estimate of statewide database funds spent by vendor for FY 2004-2006 and FY 2007-2008.⁴¹

³⁸ NSLA does not use its own funds to purchase databases, that is, funds received from the state legislature directly. Instead, NSLA uses federal LSTA funds and DOE/CET funds. NSLA does contribute significant staff time (and funding) in such areas as database selection, purchasing, negotiating, coordination with other large Nevada database purchasers, troubleshooting, etc.

³⁹ Source: Data supplied by NSLA.

⁴⁰ State funds are allocated once every two years as legislature meets biennially. Funds are often all spent during the first year of allocation due to favorable pricing on a two year (rather than annual) contract.

Vendor	2004-6⁴² Contract Amount	2007-8⁴³ Contract Amount	2004-6 Annual Amount	2007-8 Annual Amount
ABC-CLIO	0	\$250,000	0	\$125,000
Ebsco	\$616,700	\$800,000	\$300,642	\$400,000
Facts on File	\$30,000	0	\$30,000	0
Scholastic (Grolier)	0	\$196,700	0	\$98,350
Thomson Gale	\$443,700	\$180,802	\$221,850	\$90,401
Total	\$1,090,400	\$1,427,502	\$552,492	\$713,751

State Database Program a Force for Equity and Efficiency

The statewide database program has contributed to reducing the inequity in Nevada resident access to databases. The program “guarantees” that a minimum number of databases will be accessible to all state residents.

The statewide database program has also contributed to improved cost saving efficiencies for all Nevada libraries in at least three ways:

- By purchasing the resources at the state level, more library databases can be purchased with fewer funds due to group/volume discount;
- Because the State Library purchases certain vendor packages it qualifies Nevada libraries to purchase additional vendor packages at a discount;
- Public and school libraries in particular have to purchase substantially fewer databases because of those offered in the statewide database program.

Most library managers interviewed appreciated the program’s cost savings.

Statewide Databases Offered

The Nevada statewide database program obtained databases from Ebsco, Facts on File, Gale and Grolier database vendors during the period examined.⁴⁴ Appendix 9 provides an example of vendors and their databases offered during the evaluation period. This study examines usage statistics for two of the four vendors’ database products: Ebsco and Gale. Facts on File and Scholastic (Grolier) usage statistics have

⁴¹ Source: Data supplied by NSLA.

⁴² Approximate contract dates: 7/13/2004-6/30/2006.

⁴³ Approximate contract dates: 2006 – 6/30/2008.

⁴⁴ Approximate database vendor contract costs for FY06 \$777,367 and include: Gale \$300,000; Scholastic (Grolier) \$100,000; Ebsco \$300,000; and Facts on File \$ 30,000. For FY 2007 \$750,268 and include: Scholastic (Grolier) \$ 97,367.; Ebsco \$ 400,000; Gale \$ 90,401; and ABC-CLIO \$112,500. Source: 2006 NSLA response to the *CIPP evaluation checklist for programs supported by the Nevada Commission for Educational Technology 2006-07* Question 27.

not been analyzed, but the level of detail for Ebsco and Gale provide a good enough foundation for a discussion of results and findings.

Popular Statewide Database Program Shows Continued Increase

The statewide database program is extremely popular as summarized in Table 8. This Table summarizes statewide database usage based on the number searches of the databases the State Library subscribed to over the 2002-2006 period.

Provider	2002⁴⁶	2003⁴⁷	2004	2005	2006⁴⁸
Ebsco ⁴⁹	510,923	519,186 ⁵⁰	1,372,364	2,402,133	3,093,312
Gale ⁵¹	37,677	151,784	247,748	638,654	853,771
Facts on File ⁵²	na	na	5,184	19,862	41,805
Grolier ⁵³	na	na	na	na	186,662 ⁵⁴
Totals	548,600	670,970	1,625,296	3,060,649 ⁵⁵	3,388,877

To be specific, the total searches across all Ebsco databases increased approximately 6 times, from 510,923 in 2002 to 3,093,312 in the first six months of 2006. Usage of the Gale databases show an even larger increase (although in absolute numbers, usage of Gale databases is less than Ebsco products), from 37,677 in 2002 to 853,771 in the first six months of 2006. Table 9 using one Vendor's databases, Ebsco, illustrates that annual growth has often been large.

⁴⁵ Use as measured by Searches. Note each vendor may have a different way of defining and measuring a search. E.g., Ebsco search definition: When an EBSCO user looks up data, this look-up is registered as a Search. Gale search definition: A specific intellectual query submitted through a search form to the database. Note the way of defining and measuring a Search may have changed across the period. That said, the above data provides an estimate useful for showing the dramatic increase in use of the statewide databases over the period.

⁴⁶ Covers July 2002-July 2003 for Ebsco.

⁴⁷ Covers June 2003-July 2004 for Ebsco.

⁴⁸ Covers period January-June 2006.

⁴⁹ In 2006, NSLA licensed about 24 databases from Ebsco.

⁵⁰ Ebsco reported data as follows: July 2003-July 2004: 1,038,371; January 2004-December 2004: 1,372,364. Ebsco switched from a July-July reporting scheme to a January-December reporting scheme. To avoid over counting, a corrected estimate of one half (519,186) of the reported July 2003-July 2004 searches count (1,038,371) appears in the table.

⁵¹ In 2005, NSLA licensed about 25 databases from Gale.

⁵² Facts on File contract ran from July 2004 to June 2006.

⁵³ Scholastic (Grolier) contract started February 2006.

⁵⁴ Covers the period 3/27/2006 - 7/10/06 only.

⁵⁵ A slightly different figure, but in the same range, was reported by the State Library Administrator as follows: Jones, Sara. (2005, October 3). Report to the Commission on Educational Technology on statewide educational & library databases [PPT]. Ebsco searches 2,307,281 with top users by type: Academic Libraries, School Libraries, Public Libraries. Gale searches 824,521 and Facts on File 74,760. Total searches: 3,206,562. The discrepancy may be explained by one source viewing fiscal year while the other viewing calendar year.

Table 9. Ebsco⁵⁶ Database Searches 2002-2006 illustrates growth in use over the period 2002-2006

	2002	2004	2006
Ebsco	510,923	1,372,364	2,285,715
		Increase from 2002 to 2004	Increase from 2004 to 2006
		167%	66%

Individual Ebsco and Gale Database Usage over Time

Appendix 10 summarizes usage by individual Ebsco and Gale databases 2002 to June of 2006.

Database Collection Gaps

The statewide database programs principal funding is directed towards schools. The principal collection gaps identified were databases and other electronic resources targeted primarily to adults, to adult fiction, to adult hobbies and recreation. The study team regularly asked public library managers about the databases and electronic resources in demand and the products that they used local library funding (where they could afford to do so) to purchase. Those regularly identified include: All data⁵⁷ (or auto repair reference center, Ebsco now offers a version), Ancestry.com,⁵⁸ Consumer Reports,⁵⁹ Heritage Quest,⁶⁰ Learning Express-Learn a test.⁶¹ The demand in this area is likely to increase as new products are introduced. Including the already high demand for e-books, e-videos (e.g., <<http://www.mymedimall.net/>>) and copyright free music downloads. See also online reader advisory services like Book Letters.⁶²

Also mentioned were: Access Science, Columbia Granger poetry, InfoUSA, Novelist, Oxford Reference Library Premium, Wilson biographies.

Several suggested the need for an approach to the databases offered by serials title.⁶³ The serials list would show the magazines available, and the amazing expansion of the local collection in this area, and how to access them.

⁵⁶ Ebsco was chosen for this illustration because: 1) Ebsco databases are used by all types of libraries; 2) there is access to statistics for all that use 3) NSLA has subscribed to Ebsco over the complete 2002-2006 year range 4) and the trends are indicative of use (searches) of the other vendors databases.

⁵⁷ <<http://www.alldata.com/>>

⁵⁸ <<http://landing.ancestry.com/f>>

⁵⁹ <<http://www.consumerreports.org/cro/index.htm>>

⁶⁰ <<http://www.heritagequest.com/>>

⁶¹ <<http://www.learnatest.com/LearningExpressLibrary/>>

⁶² Book Letters <<http://www.bookletters.com/>> (commercial service provides libraries with book recommendations in selected areas and sends monthly newsletters on new books by category to library users), best sellers, and book awards.

⁶³ E.g., EBSCOhost. A to Z service. <<http://www.ebsco.com/atoz/default.asp>>. Serials Solutions. A-to-Z title lists. <<http://www.serialssolutions.com/azreports.asp>>. Taylor periodical administration system. <<http://www2.taylor.edu/library/upland/sjo/tpas.html>>.

Usage by Nevada Libraries over Time

Another way to analyze the usage statistics is by the libraries that have access to the database products. Both Ebsco and Gale provide statistics for individual libraries. In the case of Ebsco, individual library usage is not given for individual databases. Gale statistics give usage per database by individual library. For this overview, the focus is on aggregated usage per library. For this discussion, we will report on Ebsco database usage. Ebsco databases are used by academic, public, public school, and private school libraries. Ebsco also supplies usage data for CLAN.

Nevada Academic Library Usage

Appendix 11 presents usage by academic libraries. Note that two of the libraries have not used the databases. Note also that for Western Nevada Community College, statistics are provided for two campuses in addition to statistics for what is presumed to be the main campus libraries. No other academic libraries had subunits reporting statistics. The trend of use is clearly upwards (note that the usage data from 2006 is for the period of January – July, and not the complete 12-month period). While academic libraries are generally using the databases, usage of Ebsco database by public libraries and public schools tells a different story.

Nevada Public Library Usage

Appendix 12 shows usage by public libraries over time. Table 10 summarizes Nevada public library usage over the period July 2002 to July 2006. The following library organizational accounts show the highest uses: Carson City Library; Douglas County Public Library; Henderson District Public Libraries; Las Vegas-Clark County Library District; North Las Vegas Library District and Washoe County Library System. This is not surprising as they are the largest public library systems in the state.

The following have no recorded use of the Ebsco databases: Beatty Library District, Esmeralda County Libraries, and Lincoln County Library. There are other public libraries with low database as well (see Appendix 12 for details). Perhaps the most significant finding is that after more than three years there are Nevada public library systems and branches showing little no Ebsco (or other) database use.⁶⁴ Indeed usage outside of the main urban centers is not very high.

⁶⁴ While this analysis is limited to Ebsco databases, the study team believes that this little or no use carries over to the other vendors' databases.

Table 10. Summary of Ebsco Public Library Database Product Usage 7/02-7/06		
Site Name	Sessions	Searches
Amargosa Valley Library District	12	34
Beatty Library District		
Boulder City Library District	6	2
Carson City Library	10,315	12,666
Churchill County Library	146	492
Douglas County Public Library	5382	15929
Lake Tahoe Branch Library	700	4494
South County E-Branch		
Elko-Lander-Eureka Counties Library System		
Elko County Library	974	5,812
Austin Branch Library		
West Wendover Branch Library		
Battle Mountain Branch Library		
Beowawe Branch Library		
Carlin Branch Library		
Crescent Valley Branch Library		
Eureka Branch Library	8	49
Jackpot Branch Library		
Tuscarora Branch Library		
Wells Branch Library	4	19
Esmeralda County Libraries		
Henderson District Public Libraries	103,627	146,395
Humboldt County Library	665	8974
Las Vegas-Clark County Library District	699,277	865131
Lyon County Library System	211	538
Central Branch Library		
Dayton Valley Branch Library	48	183
Fernley Branch Library	34	169
Silver-Stage Branch Library	2	0
Smith Valley Library		
Mineral County Library	28	45
North Las Vegas Library District	1197	7020
Pahrump Community Library District	58	45
Pershing County Library	35	95
Smoky Valley Library District	8	9
Manhattan Library	1	0
Round Mountain Public Library	7	9
Storey County Library	11	26
Tonopah Library District	10	2
Central Nevada Museum & Historical Society Branch		
Washoe County Library System	14,545	47,481
White Pine County Library	22	12

Nevada Public School Usage

Appendix 13 presents usage by public school libraries. As with the statistics provided for public libraries, usage is reported at the district level and for individual schools. The Appendix does not include listings of all elementary, middle/junior, and senior high schools in each districts. Only those individual school libraries that had reported usage are included.

Again, we see school districts that are heavy users (relative to others) of the databases. The following lists high-use school districts: Clark County School District and Washoe County School District. Over the time period covered by the data, usage also shows an increasing trend for these high-use libraries. The following districts might not show high-use, yet they show increasing usage, which is positive: Douglas County School District, Elko County School District and Lyon County School District

There are cases of districts with no or very little usage reporting, including the following: Esmeralda County School District (also no use of Ebsco databases by the Esmeralda County Libraries) and Mineral County School District. A 2005 presentation⁶⁵ by the State Library Administrator also low use of the Gale databases by the Mineral County, Storey, Esmeralda, Churchill and Pershing school Districts.

As with the public library statistics, it appears that Ebsco is able to capture statistics not only at the school level, but at the individual school library. In some school districts one or more of the elementary, middle/junior, or high school library may be using the databases, but there is not consistency of any use at all of the individual schools within a district. The data suggest that while Ebsco can capture the data at the school or library branch level local library administrators may not be reporting it that way.

Also, it is interesting to see in both school and public library data libraries with small numbers of sessions and searches that don't increase over time. The usage data such as provided and discussed here can give NSLA a tool by which to identify potential targets of interest for training, etc. At the very least, it would be useful to discuss with some of these libraries as to their reasons for trying out the databases but not continuing to use them.

Nevada Private School Library Usage

The last type of library to examine in this overview of usage by individual libraries is private schools libraries. There are about 40 private school libraries listed by NSLA. Appendix 14 lists those that have some usage data reported. The Bishop Gorman High School stands out as a high-use library. A library that might be equally interesting to

⁶⁵ Jones, Sara. (2005, October 3). Report to the Commission on Educational Technology on statewide educational & library databases [PPT].

study more is Faith Lutheran Junior – Senior High School. The first usage by the school occurred in the Jul03-Jun04 period, and in general shows an increasing trend of use.

Nevada Library Database Usage Summary

In this overview of usage, we presented some aggregate usage data for Ebsco and Gale databases that indicate overall an increasing trend of use. We also view usage on a location basis. We examined Ebsco statistics in more detail for individual locations. Generally, the aggregate usage numbers for Ebsco are accounted for by academic libraries. The analysis shows also that there are a few high-use individual libraries, especially in the public, public school, and private school libraries. There is wide variance, however, in usage of the Ebsco databases by individual public libraries and school libraries.

The analysis also shows how such data, when “refactored” (i.e., rewriting written material to improve its readability or structure, with the explicit purpose of keeping its meaning or behavior) from the form provided by the vendors can serve as a tool for NSLA to identify opportunities for targeting libraries for training and examination. In the case of low/no use libraries, why are these libraries not taking advantage of the statewide database program? In the case of high use libraries, are there strategies employed by these libraries that could be adopted by the low use libraries?

Explaining Low/No Use in Rural and Small Town Nevada

The study team interviewed library managers and others in low and no database use (and low Ask Nevada use areas as well) areas of the state seeking to better understand their situation and needs. Here are a few, common, key factors:

- **No connection:**
 - There are libraries without broadband connection and indeed if the wind isn't blowing right no Internet connection. The telecommunication providers won't provide even if the State Library (and others) offer to pay.
 - There are rural and small town libraries with workstations and Internet connection without access to the statewide databases and no one may know why, no one seems responsible and it may days on the phone, with e-mail and in person before a connection to the databases is made, or the problem identified – and then no one may care.
 - There are individuals in Nevada with computer and connection but no library affiliation. Why bother when the nearest library is long miles away or the library is not connected? These Nevada residents pay taxes, vote, even have state licenses – shouldn't there be an easy way for these Nevadans to use their databases?
- **No one dedicated to the library IT:** No one to set up IP authentication, make sure the workstations, LAN and network connection works, fix firewall blocks, explain the issues and solutions to less technologically savvy, a spender scare

library resources wisely, a fixer of last year's technology for today's need and someone who cares about the library and not eight other organizations separated by tens of miles....and no one like that in Caliente, NV.

- **No (or not enough) library staff:**
 - Many of the rural public and school libraries visited were run by one or two people. The interviewer would be commonly asked to answer the phone, re-boot the computer, answer reference questions, help with homework, etc. while attempting the interview.
 - In a couple of libraries visited there was no librarian – they had quit and had not been replaced...yet. They were about to be replaced by a retired superintendent, principal, someone who liked to read, someone who didn't scare kids... There was no trained (and I do not mean an MLS) librarian. There was no librarian with technical skills of any type.
 - If a service is to work in rural libraries, it must be easy to use, quickly rewarding, self serve – like a mini mart.
- **No staff training:**
 - If staff goes somewhere, the library must close or someone must be found, and paid, to substitute. The most willing staff will be unable to go away for training often.
 - If a trainer, like an interviewer, comes to the library there may be no time, without interruption, to train. Advanced planning can ameliorate some of these barriers.
- **Wrong staff training:**
 - Existing training appears to have focused on search mechanics and use. The real issue for rural librarians and their users is why bother?⁶⁶ The first question that must be addressed by training is why do electronic databases, virtual reference service and things electronic matter to me as a librarian, to local community leaders and other potential local users? If this is not clearly explained and demonstrated, the rest won't matter. For much of rural Nevada, and indeed the rest of rural America, the motivation message has not been communicated effectively if at all. Motivation must precede mechanics; both must be delivered in a way that can be used in rural library situations.
 - Staff training that motivates, staff training that explains library and librarian roles⁶⁷ and their importance in preparing 21st century citizens is not only a Nevada specific problem but rather a national problem. Perhaps the

⁶⁶ From an interview with a rural public library manager: "Databases are seldom used at our library. There are many more sites available on the Internet that our users prefer that are more user friendly or current. Many rural Nevadans prefer to use the hard copy. Many live on ranches without computer access. They want something physical that they can take with them. Students don't use the databases at the county library then they can access the same ones at school. Most rural libraries have small staff and don't have time to train people in how to use the databases or the time to learn them themselves."

⁶⁷ For example, based on an interview with a Nevada public library reference librarian, Should database searching be restricted to librarians or should the public be trained as well? Should this skill define the librarian profession the way legal research defines lawyers or surgery defines physicians?

needed effort might be best addressed as a Western Council, ALA or IMLS effort. Database vendors should certainly be involved. But the program should be tackled locally too.

- **No user training:** The first issue user training should address is motivation and then mechanics. This is not a library problem but a community problem; this is not a Nevada specific problem but rather a national problem. Broadly, who shall prepare 21st century citizens, what are the messages to be communicated. There are a number of user groups to be addressed including:
 - Elected officials, boards, community opinion leaders: Topics: What are the issues? Why bother? What needs to be done? Library role? First steps: basic search mechanics. This group must fund the local effort. This group must educate others about the issues and solutions.
 - Teacher trainers, superintendents, principals, teachers: Topics: Motivation for preparing this group and those they teach to be 21st century citizens prepared to efficiently and effectively use 21st century information technologies; 21st century information technology curriculum, literacy standards, tie in to state education standards and testing. Those interviewed for the study were aware of the issues. But they were not talking to each other (particularly across departments and library types) and currently lacked both leadership and a forum to educate themselves resolve issues and plan.
 - Students: Among those leaders interviewed in Nevada: Librarians wrung their hands and said education in this area was the teachers' job. Superintendents, principals and teachers said nothing could be done without standards and curriculum guidance. Neither librarians nor educators felt they had the knowledge capacity needed. University librarians hoped for better prepared freshman. High school (and earlier) librarians sought guidance from higher educators on how to prepare students to effectively participate at college. Public libraries were increasingly supporting college distance education students without access to the technology (e.g., Blackboard to college databases to ...) let alone training public librarians needed to be useful. Bottom line: More than with any other group interviewed in Nevada, the study team strongly felt the press of time: another class graduated, ignorant of what they need to function in today's information technology based society let alone tomorrow's.
 - Adults: Libraries are one of the few institutions positioned to assist this group to learn 21st century information skills. Yet Nevada libraries, like libraries in other states, do not have the capacity to systematically motivate and train this or any other group at present. Needed is a plan that outlines goals and objectives for every 21st century citizen. Next, a set of support materials crafted for independent learners. A *Soaring to*

Excellence program⁶⁸ in support of 21st century adult information technology requirements.

- **Little or no marketing:** Those interviewed in the no or low use areas of the state received little marketing, promotion or advertising materials. NSLA clearly did not have the staff or funding at present to do much in this area. Future efforts need to focus in two areas. Identifying real world reasons for key stakeholder groups to want to use the databases. Materials that enable users to search databases efficiently and effectively in high demand areas independent of library staff assistance. See Appendix 15 for a sample of what other states are doing.
- **Difficulty of searching the databases:** This includes time consuming interfaces, cumbersome search mechanics particularly when compared to commercial alternatives such as Google, lack of interfaces tailored to key user groups, and lack of pre structured approaches to searching in high demand areas (e.g., consumer buying, genealogy, homework, etc.). For example of other states, statewide specialized interfaces see Appendix 16. For example of other states, statewide database tutorials see Appendix 17.
- **Need for planning and evaluation:**
 - State: NSLA has not had the time or resources to systematically assess the needs of low and no use libraries. Let alone develop an effective plan for increasing use by these libraries.
 - Local: A number of libraries noted that they had no idea of who was using the statewide databases at their library and for what purposes. This made planning for future use difficult to determine. For examples of what other states are doing in this area see Appendix 18.

The differences between libraries, of all types, who were successfully using the statewide, database program, Ask Nevada and other electronic services and those libraries with low and no use were easy to discern when analyzing study data. Level one: Successful libraries had a broadband network connection, had connection to the statewide database program and had resolved or reduced database user authentication issues. Generally this meant that the successful library had solved the need for dedicated to the library IT staff. Level two: Successful libraries had one or more knowledgeable staff that had some enthusiasm about and training in the use of network services, and the library actively worked with community groups to show the importance of and the mechanics of 21st century information technologies. Often, these libraries had prepared or made available instructional aids to reduce user demand on already constrained library staff time.

⁶⁸ The College of DuPage (IL) Soaring to Excellence
<<http://www.dupagepress.com/COD/index.php?id=183>> program for librarian continuing CE is already well regarded by NSLA. Contact: Bernard Fradkin <Fradkin@cod.edu> Dean of Learning Resources College of DuPage <<http://www.cod.edu/library/>> 425 Fawell Blvd. Glen Ellyn, IL 60137-6599 Phone: (630) 942-2351.

NSLA (and other State Agencies) as Database Producer

The above discussion has been devoted to statewide database procured from national database vendors. There are two other areas that deserve to be highlighted as well.

The Archives division of NSLA and the State University Libraries Special Collections units has a number of small but significant projects making information about Nevada and Nevada historical materials available to Nevadans. See for example, InfoNevada <<http://dmla.clan.lib.nv.us/infonevada.htm>>. The importance of these efforts simply stated is that if Nevadans don't do this it will not be done. These efforts are modest, but with long term impact. The study team suggests that they are worthy of expanded support.

In addition, there are a number of state government databases of public interest deserving of wider attention. Identifying and organizing state produced materials has been a historic state library function. This state library role should continue in the digital world. It might be possible for NSLA to identify these databases and enable easy access to them via one location. This could be an additional feature of the statewide database program. However, this will remain just another good idea if not supported by additional funds.

Other States Database Activities

Nevada's statewide database program is on par with other states statewide database programs. It may be helpful to review what these states are doing to inform Nevada's future efforts. See Appendix 19 for selected other state libraries virtual library resources.

Findings Summary

The findings by the study team suggest that Nevada's statewide database program is accomplishing its goals, has a range of data sources that describe the success with which the various outcomes and implementation targets are being accomplished, and suggests that the program is evolving to become a key information service for residents in the state of Nevada. Based on the study team's evaluation of other statewide database programs, the Nevada program is in line with their experiences, growth, development, and issues associated with that growth. There are areas within the state that have little or no database use. These areas will need special attention in the future if this service is to be truly available to all Nevadans.

Statewide Database Study Recommendations

The Nevada State Library and Archives and its partners should be commended for the success of its statewide database program. It is certainly on par with other

statewide database programs and stands out in the degree of local participation in database selection and financing. Database usage has steadily, often dramatically increased. Within this context the study team suggests the following recommendations:

- Consider that the funds and staff resources invested in database purchasing and management may for the moment have returned as much investment as possible. Consider shifting some of resources spent in these areas to addressing the little or no database use areas of the state. Further, consider modestly expanding NSLA's role as database producer and coordinator and disseminator of Nevada state government produced databases.
- **Regarding any low and no database use targeting:** A closer look at these areas and then a systematic plan might ensure the most efficient resource allocation.
 - **Onsite IT help:** It is clear that someone needs to go onsite to some number of these locations to resolve connection, database connection, authentication and other IT related issues. Indeed some states, notably Florida,⁶⁹ have used the occasion for an assessment (assistance) of the library's broader IT infrastructure. This cannot be done without new staff. The study team recommends that if new fund cannot be found, a modest amount of LSTA and DOE/CET funds be redirected.
 - **Onsite training:** It is likely that after the IT issues are addressed that someone will have to go onsite and intensively train library staff and brief and persuade key community stakeholders and make provision for public training. This cannot be done without new staff. The study team recommends that if new fund cannot be found, a modest amount of LSTA and DOE/CET funds be redirected.
 - **Marketing:** The study team suggests that Nevada as gone as far as it can with the "build it and they will come" approach. This is true within the low no use areas as well as throughout the state. This is true for other library services as well. A systematic, pragmatic, results based marketing plan keyed to targeted groups is needed and then it needs to be implemented. This cannot be done without new staff. The study team recommends that if new fund cannot be found, a modest amount of LSTA and DOE/CET funds be redirected.
 - **Self service modules for high demand database searches:** It is clear that database authentication and searching is too cumbersome and demanding of staff intervention compared to commercial alternatives. Is it time to challenge vendors to rethink authentication – Nevada could be a pilot and it could be a condition of future database purchases. Can several web based prototype modules be developed in high demand areas (e.g., consumer product purchasing, genealogy, term papers, famous Nevadans...) that enable independent use of the statewide

⁶⁹ Contact: Dan Lhotka <dlhotka@dos.state.fl.us> State Library and Archives of Florida Phone: (850) 245-662

databases? Perhaps this might be funded by an LSTA competitive grant or done in partnership with other State Library agencies.

- **Regarding Nevada databases:** The study team did not explore this area in any great depth. There appears to be an opportunity to bring the independent work of large and small Nevada library digitalization efforts into a coordinated database. The study team suggests that modest expansion of these efforts may produce long term rewards for all Nevadans.
- **Regarding coordination and dissemination of State government databases:** A number of states and state government agencies are beginning to recognize this challenge. The library could play a role. But not without up front funding.

The study team's final recommendation is that NSLA consider adopting an outcomes based plan for the statewide database program. The recent CET report⁷⁰ clearly identifies program goals and is a positive start in this direction. The Ask Nevada project manager might be a resource due to her experience in this approach. The result of adopting this approach will lead to a clearer, more efficient and effective evaluation.

⁷⁰ 2006 NSLA response to the *CIPP evaluation checklist for programs supported by the Nevada Commission for Educational Technology 2006-07* in particular responses to question 20.

OVERALL STUDY RECOMMENDATIONS

This section summarizes the study team recommendations based on in depth evaluations of the Nevada Legislative Hotline, Ask Nevada and the statewide database program.

Legislative Hotline Study Recommendations

The Nevada Legislative Hotline is a well regarded service that needs to be closely monitored in order for it to provide an information alternative for those who lack digital connectivity and also to have options for those who have advanced technological connectivity. If the State Library considers reinvention of all or part of the program, the State Library should ask: is there a service not currently provided or an information technology delivery mechanism not presently used to delivery information relevant to current legislation that would be highly valued by two key stakeholder groups: legislators (and their staff) and Nevada residents (specifically registered voters)? The important constraint: if there is a new service or technology, would the State library have the capacity and political blessing to proceed?

Ask Nevada Recommendations

Overall, the development and implementation of the Ask Nevada project has clearly been a success. Four critical success factors stand out:

- The financial support offered by the NSLA using LSTA funds to start a fledgling service;
- The enthusiasm and savvy management of Ask Nevada project managers Lauren Stokes and Susan Williams;
- The critical support provided by the Las Vegas-Clark County Library District led by Daniel L. Walters Executive Director.
- The assistance provided libraries and library systems throughout in allowing their key reference staff to participate as Ask Nevada District Coordinators and Partners.

The study team offers a set of next steps in seven areas in terms of objectives and outcomes for Ask Nevada as it continues to develop including:

- Improved Ask Nevada marketing;
- Increased training for library managers and library users particularly in small town and rural locations;
- Exploration of alternative virtual reference technologies;
- Increased numbers and variety (geography, library type) of actively participating Partners;

- Systematic programs for selected target user groups and selected Ask Nevada uses;
- Improved evaluation: techniques, quality control, impact.
- Better awareness of and coordination with other Nevada “virtual reference” providers

The recommendations offered should be viewed as suggestions to the experienced managers of a relatively new service that have already made good choices as they developed Ask Nevada.

Residents of the state of Nevada now have access to a high quality service that was not available until the project staff established this virtual reference service. In reviewing the various data and evidence describing the project, it is also clear that the flexibility, professionalism, and enthusiasm of project staff played an important role in the success of the effort. Building on the existing success, the project staff still has a number of areas in which the project can be improved as highlighted above. Continued development of the project is likely to address these areas for improvement and increase the impact and benefits of the Ask Nevada service.

Statewide Database Recommendations

The Nevada State Library and Archives and its partners should be commended for the success of its statewide database program. It is certainly on par with other statewide database programs and stands out in the degree of local participation in database selection and financing. Database usage has steadily, often dramatically increased. Within this context the study team suggests the following recommendations:

- Consider that the funds and staff resources invested in database purchasing and management may for the moment have returned as much investment as possible. Consider shifting some of resources spent in these areas to addressing the little or no database use areas of the state. Further, consider modestly expanding NSLA’s role as database producer and coordinator and disseminator of Nevada state government produced databases.
- **Regarding any low and no database use targeting:** A closer look at these areas and then a systematic plan might ensure the most efficient resource allocation.
 - **Onsite IT help:** It is clear that someone needs to go onsite to some number of these locations to resolve connection, database connection, authentication and other IT related issues. Indeed some states, notably Florida, have used the occasion for an assessment (assistance) of the library’s broader IT infrastructure. This cannot be done without new staff. The study team recommends that if new fund cannot be found, a modest amount of LSTA and DOE/CET funds be redirected.
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- **Marketing:** The study team suggests that Nevada as gone as far as it can with the “build it and they will come” approach. This is true within the low no use areas as well as throughout the state. This is true for other library services as well. A systematic, pragmatic, results based marketing plan keyed to targeted groups is needed and then it needs to be implemented. This cannot be done without new staff. The study team recommends that if new fund cannot be found, a modest amount of LSTA and DOE/CET funds be redirected.
- **Self service modules for high demand database searches:** It is clear that database authentication and searching is too cumbersome and demanding of staff intervention compared to commercial alternatives. Is it time to challenge vendors to rethink authentication – Nevada could be a pilot and it could be a condition of future database purchases. Can several web based prototype modules be developed in high demand areas (e.g., consumer product purchasing, genealogy, term papers, famous Nevadans...) that enable independent use of the statewide databases? Perhaps this might be funded by an LSTA competitive grant or done in partnership with other State Library agencies.
- **Regarding Nevada databases:** The study team did not explore this area in any great depth. There appears to be an opportunity to bring the independent work of large and small Nevada library digitalization efforts into a coordinated database. The study team suggests that modest expansion of these efforts may produce long term rewards for all Nevadans.
- **Regarding coordination and dissemination of State government databases:** A number of states and state government agencies are beginning to recognize this challenge. The library could play a role. But not without up front funding.

The study team’s final recommendation is that NSLA consider adopting an outcomes based plan for the statewide database program. The recent CET report clearly identifies program goals and is a positive start in this direction. The Ask Nevada project manager might be a resource due to her experience in this approach. The result of adopting this approach will lead to a clearer, more efficient and effective evaluation.

Overall Recommendations

Nevada’s Ask Nevada virtual reference service and the statewide database program are achieving program goals and objectives. Without great fanfare these services have had a substantial impact on two core library services: reference and the provision of an adequate local collection. Nevada’s experience in the development of these services mirrors the experiences had by other State Library

programs. The problems and issues they face, particularly as they relate to increasing activity in low or no use areas, might benefit from joint planning and delivery strategies. These programs are evolving to become key information services for Nevada citizen. Nevada should be proud!

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Appendix 2. Sample of Study Instruments Used

2006 Nevada Library Association NSLA ELP Survey

The Nevada State Library and Archives (NSLA) is evaluating its LSTA Five Year State Plan 2003-2007, in particular its Electronic Information Program (ELP) including Statewide database program online databases & the Ask Nevada virtual reference service. Chuck McClure, Bill Moen and Joe Ryan are the independent evaluators of the ELP. We need your help to assess the ELP and ensure LSTA funding.

- 1) Name: _____ 2) E-mail: _____
 3) Library: _____ 4) Position title: _____

Statewide database program online database program

- 5) Are you familiar with Statewide database program databases (If not familiar, please go to question 14)? Yes No

Why are Statewide database program databases useful to your library & users? useful	Not					Very
	1	2	3	4	5	
6) Increases days/hours library service is locally available?	1	2	3	4	5	
7) Reduces the cost of providing library collections?	1	2	3	4	5	
8) Increases # of periodicals offered to your library's users?	1	2	3	4	5	
9) Can access service from home, school, work or library?	1	2	3	4	5	
10) Other: _____	1	2	3	4	5	
11) Overall, is the Statewide database program useful in improving access to library services & collections?		1	2	3	4	5

- 12) Can you tell of a critical incident that shows Statewide database program's usefulness?

- 13) How can the Statewide database program online database program be improved?

Ask Nevada virtual reference program <http://vrlplus.cb.docutek.com/lvccld/vrl_entry.asp>

- 14) Are you familiar with Ask Nevada (If not familiar, please go to question 23)? Yes No
 Not

Why is Ask Nevada useful to your library and its users? useful						useful
	1	2	3	4	5	
15) Increases days/hours reference service is locally available?	1	2	3	4	5	
16) Reduces cost of maintaining library reference collection?	1	2	3	4	5	
17) Increases ref. collection size available to answer questions?	1	2	3	4	5	
18) Can access reference from home, school, work or library?	1	2	3	4	5	
19) Other: _____	1	2	3	4	5	
20) Overall, is Ask Nevada useful in improving access to library services & collections?			1	2	3	

- 21) Can you tell of a critical incident that shows Ask Nevada's usefulness?

- 22) In what ways can the Ask Nevada virtual reference program be improved?

Very						Not
Why is the Electronic Library Program useful in improving access to library services and collections?						useful
	1	2	3	4	5	
23) Overall, is the Electronic Library Program useful in improving access to library services and collections?	1	2	3	4	5	

- 24) What recommendations would you make regarding the future use of LSTA funding for the provision of electronic information and services?

- 25) May we use your name in the report or do you prefer to be anonymous? Use name? Yes No

26) May we contact you if additional follow up is needed? Yes No

Thank you for completing this survey! Drop completed survey in box at the Registration Desk or mail to Ryan Information Management 1049 Ackerman Avenue Syracuse, NY 13210.

Script for State Librarian

I [Joe Ryan] am part of the team evaluating your Electronic Library Program (ELP), in particular, the Statewide database program database program and the Ask Nevada virtual reference service. I would be happy to brief you on what we are doing an answer any questions. I have the following questions for you.

1) What is your assessment of the impact of the Statewide database program on the State Library agency (State Library, State Library Development unit and the Archives)?

Probe: State Library
Library Development
Archives

2) What is your assessment of the impact of the Statewide database program on Nevada's libraries (of all types) and their users?

Probe: Academic libraries
Public libraries
Rural
Urban
School libraries
Special libraries

Probe: Key indicators of improved equitable access?
Indicators used to manage or value

3) What is your assessment of the impact of the Ask Nevada program on the State Library agency (State Library, State Library Development unit and the Archives)?

Probe: State Library
Library Development
Archives

4) What is your assessment of the impact of the Ask Nevada program on Nevada's libraries (of all types) and their users?

Probe: Academic libraries
Public libraries
Rural
Urban
School libraries
Special libraries

Probe: Key indicators of improved equitable access?
Indicators used to manage or value

5) What issues does the ELP program currently face?

Probe: What should we be alert for as we collect data?

6) What next steps over the next five years are you thinking about in this area?

Probe: Statewide database program
Nevada Asks

LSTA Evaluation Committee Meeting August 7, 2006 Script

As you know the Nevada State Library and Archives (NSLA) is evaluating its LSTA Five Year State Plan 2003-2007. Chuck McClure, Bill Moen and I have been hired to conduct an evaluation of the Electronic Library Program (ELP) including I Statewide database program online databases & the Ask Nevada virtual reference service as part of that evaluation. I am happy to brief you on our plans and I am very interested in your thoughts on ELP present and future.

1) What is your assessment of the impact of the Statewide database program on Nevada's libraries (of all types) and their users?

Probe: Academic libraries
Public libraries
Rural
Urban
School libraries
Special libraries

Probe: Key indicators of improved equitable access?

2) What issues does the Statewide database program currently face? How can the program be improved?

Probe: What should we be alert for as we collect data?

3) What next steps over the next five years are you thinking about related to Statewide database program?

4) What is your assessment of the impact of the Ask Nevada program on Nevada's libraries (of all types) and their users?

Probe: Academic libraries
Public libraries
Rural
Urban
School libraries
Special libraries

Probe: Key indicators of improved equitable access?
Indicators used to manage or value

5) What issues does the Ask Nevada program currently face? How can the program be improved?

Probe: What should we be alert for as we collect data?

6) What next steps over the next five years are you thinking about related to Ask Nevada?

7) What issues does the ELP program currently face?

Probe: What should we be alert for as we collect data?

8) What next steps over the next five years are you thinking about in this area?

Individual Library Manager & NLA Focus Group Script

1) What is your assessment of the impact of the Statewide database program on your library and (your type of library: academic, public (rural or urban), school or special) libraries and their users?

Probe: Key indicators of improved equitable access?
Indicators used to manage or value?
Critical incidents pointing to success?

2) How can the Statewide database program be improved?

Probe: What should we be alert for as we collect data?

3) What next steps should be taken over the next five years regarding Statewide database program?

4) What is your assessment of the impact of the Ask Nevada program on your library and libraries (your type of library: academic, public (rural or urban), school or special) and their users?

Probe: Key indicators of improved equitable access?
Indicators used to manage or value
Critical incidents pointing to success?

5) How can the Ask Nevada program be improved?

Probe: What should we be alert for as we collect data?

6) What next steps should be taken over the next five years regarding Ask Nevada?

7) What next steps should be taken regarding the provision of electronic information in Nevada over the next five years?

Individual Library Manager Survey

The Nevada State Library and Archives (NSLA) is evaluating its LSTA Five Year State Plan 2003-2007, in particular its Electronic Information Program (ELP) including Statewide database program online databases & the Ask Nevada virtual reference service. Chuck McClure, Bill Moen and Joe Ryan are the independent evaluators of the ELP. We need your help to assess the ELP and ensure continued LSTA funding.

1) Name: _____ 2) E-mail: _____
 3) Library: _____ 4) Position title: _____

Statewide database program online database program

5) Are you familiar with Statewide database program databases (If not familiar, please go to question 14)? Yes No

	Not				Very
Why are Statewide database program databases useful to your library & users?	useful				
6) Increases days/hours library service is locally available?	1	2	3	4	5
7) Reduces the cost of providing library collections?	1	2	3	4	5
8) Increases # of periodicals offered to your library's users?	1	2	3	4	5
9) Can access service from home, school, work or library?	1	2	3	4	5
10) Other: _____	1	2	3	4	5
11) Overall, is the Statewide database program useful in improving access to library services & collections?	1	2	3	4	5

12) Can you tell of a critical incident that shows Statewide database program's usefulness?

13) How can the Statewide database program online database program be improved?

Ask Nevada virtual reference program <http://vrlplus.cb.docutek.com/lvccld/vrl_entry.asp>

14) Are you familiar with Ask Nevada (If not familiar, please go to question 23)? Yes No
 Not

Very					useful
Why is the Ask Nevada useful to your library and its users?	useful				
15) Increases days/hours reference service is locally available?	1	2	3	4	5
16) Reduces cost of maintaining library reference collection?	1	2	3	4	5
17) Increases ref. collection size available to answer questions?	1	2	3	4	5
18) Can access reference from home, school, work or library?	1	2	3	4	5
19) Other: _____	1	2	3	4	5
20) Overall, is Ask Nevada useful in improving access to library services & collections?			1	2	3
	4	5			

21) Can you tell of a critical incident that shows Ask Nevada's usefulness?

22) In what ways can the Ask Nevada virtual reference program be improved?

Very					useful
23) Overall, is the Electronic Library Program useful in improving access to library services and collections?	useful				
	1	2	3	4	5

24) What recommendations would you make regarding the use of LSTA funding for the provision of electronic information and services?

25) May we use your name in the report or do you prefer to be anonymous? Use name? Yes No

26) May we contact you if additional follow up is needed? Yes No

Thank you for completing this survey! Drop completed survey in box at the Registration Desk or mail to Ryan Information Management 1049 Ackerman Avenue Syracuse, NY 13210.

Appendix 3. Relevant LSTA 2003-2007 Plan Goals & Objectives
LSTA 2003-2007 Plan Goal I Equal Access Objectives & Strategies related to ELP
Objective 1.1: All residents of Nevada will have convenient access to quality information resources in a variety of formats.
<p>Strategies:</p> <ul style="list-style-type: none"> - Develop extensive statewide access to library services for all Nevadans using both virtual and physical means. - Coordinate statewide access to significant electronic information resources for all Nevadans
Objective 1.2: Libraries will be able to maintain current technology infrastructure to continue effective access to networked information.
<p>Strategies:</p> <ul style="list-style-type: none"> - Use the financial “clout” of the State and of large libraries (urban libraries and major academic libraries) to achieve economies of scale for information infrastructure acquisition. - Continuation/expansion of statewide and regional networks such as the Cooperative Libraries automated Network (CLAN). - Develop a statewide library/information technology plan to include all types of libraries. - Support library technology infrastructure upgrades through competitive grant opportunities. - Educate Library Trustees and Friends to make them aware of the funding situation and potential solutions.
Objective 1.3: All Nevada residents will be served by libraries that work with other libraries and with governmental, non-profit and for-profit organizations to offer high-quality library and information services in the most efficient manner possible.
<p>Strategies:</p> <ul style="list-style-type: none"> - Offer training programs for libraries in identifying potential strategic partners, evaluating potential partnerships, and managing collaborative relationships. - NSLA will coordinate programs to encourage partnerships among libraries with disparate socio and economic bases to share beneficial projects throughout the state. - Offer competitive grant opportunities for development and participation in shared and linked information systems
Objective 1.4: Assure equitable access to all individuals regardless of visual, physical or learning status.
<p>Strategies:</p> <ul style="list-style-type: none"> - Develop a statewide public awareness campaign to highlight assistive services available in libraries. - Support the Regional Library for the Blind and Physically Handicapped program to provide information resources to qualifying individuals with visual and physical disabilities to persons with visual or physical disabilities. - Offer competitive grant opportunities to libraries to provide appropriate assistive technologies. - Provide information and training for library staff on assisting individuals with disabilities in libraries.

Appendix 4. State Library Supported Virtual Reference Services			
State	Service Name	Type	URL
Alaska	Ask a Librarian	Chat, e-mail	< http://www.lib.uaa.alaska.edu/vrs/aklive.html >
Colorado	AskColorado	Chat	< http://www.askcolorado.org/ >
Connecticut	E-mail a refer. question	E-mail	< http://www.cslib.org/asklib.htm >
Delaware	AnserONline	Chat	< http://www.answerline.lib.de.us/patron.html >
Florida	Ask a Librarian	Chat	< http://www.askalibrarian.org/aal.asp >
Idaho	Answerxpress	Chat	< http://www.answerxpress.com/ >
Illinois	MyWebLibrarian *Eval. rept.	Chat	< http://www.myweblibrarian.com/ > < http://www.cyberdriveillinois.com/departments/library/w_hats_new/pdfs/askusillinois.pdf > Evaluation of virtual reference service report (contains marketing tips) < http://www.cyberdriveillinois.com/departments/library/w_hats_new/pdfs/askusillinois.pdf > Study proposed formation of marketing committee with representatives from the different library types who would produce a marketing plan to include: web placement efforts, campaigns, public relations programs and a budget for design, production and distribution of marketing promotions.
Indiana	Ask a Librarian	Chat	< http://www.statelib.lib.in.us/www/isl/ask/ask_a_librarian.htm >
Iowa	Ask a Librarian	E-mail	< http://www.silo.lib.ia.us/misc/contacts.html >
Kansas	KanAnswer	Chat	< http://skyways.lib.ks.us/KSL/KLNB/KANAnswerWeb/index.htm >. Includes virtual reference service best practices report < http://skyways.lib.ks.us/KSL/KLNB/KANAnswerWeb/KANAnswerBestPractices.htm > and pilot assessment < http://skyways.lib.ks.us/KSL/KLNB/KANAnswerWeb/KANAnswerProjectAssessmentWeb.htm >.
Kentucky	Kentucky virtual library	E-mail	< http://www.kyvl.org/html/ref/ref.shtml >
Louisiana	Ask a Librarian	E-mail	< http://www.state.lib.la.us/la_dyn_templ.cfm?doc_id=304 >
Maine	Ask a Librarian	Chat, e-mail	< http://maine.cb.docutek.com/admin/vrl_entry.asp >
Maryland	AskUsNow!	Chat	< http://www.askusnow.info/ >
Massachusetts	MassAnswers	Chat	< http://www.massanswers.org/ >
Michigan	Ask a Librarian	Chat, e-mail	< http://www.michigan.gov/hal/0,1607,7-160-17449_18640_18659---,00.html >
Minnesota	NorthStar: Ask a librarian	E-mail	< http://www.state.mn.us/portal/mn/jsp/content.do?programid=536905256&agency=NorthStar >
Montana	Ask a Montana Librarian	Chat, e-mail	< http://161.7.9.20:81/AskA/AskA.asp >
Nebraska	Ask a librarian	E-mail	< http://www.nlc.state.ne.us/ref/askalibrarian.html >
Nevada	Ask Nevada	Chat, e-mail	< http://www.asknevada.info/ >
New Hampshire	Ask a NH Librarian	Chat, e-mail	< http://www.nh.gov/ask/index.html >
New Jersey	Q&andANJ	Chat	< http://www.qandanj.org/ >
New Mexico	Ask a librarian	E-mail	< http://www.stlib.state.nm.us/reference.htm >
New York	Ask Us 24/7	Chat	< http://www.wnylrc.org/vreferen/index.htm > Western New York Library Resources Council

Appendix 4. State Library Supported Virtual Reference Services			
State	Service Name	Type	URL
North Carolina	NCKnows	Chat	< http://www.ncknows.org/ >
North Carolina	E-mail ref.	E-mail	< http://statelibrary.dcr.state.nc.us/forms/email_ref.htm >
Ohio	KnowItNow	Chat	< http://www.knowitnow.org/ >
Oklahoma	Ask a librarian	Chat, e-mail	< http://catalog.odl.state.ok.us/ask.htm >
Oregon	L-Net	Chat, e-mail	< http://oregonlibraries.net >
Pennsylvania	Virtual Ref. Lib...	Chat, e-mail	< http://ship.cb.docutek.com/vrlplus/vrl_entry.asp > - South Central Library Consortium in Pennsylvania
Pennsylvania	State Library Reference	e-mail	< http://www.statelibrary.state.pa.us/libraries/webforms/survey.asp?s=C9CDCB83CECAC9&d=C8C7C983CEC9CA >
S. Carolina	Ask A librarian	Chat, e-mail	< http://www.state.sc.us/scsl/virtualref.htm >
S. Dakota	Research this for me	Chat, e-mail	< http://www.sdstatelibrary.com/sdsl/research.htm >
Virginia	Live help	Chat, e-mail	< http://www.lva.lib.va.us/chat/index.htm >
Washington	AskUs 24/7	Chat, e-mail	< http://www.scc.spokane.edu/lrc/library/askus24-7.htm >
Wisconsin	Ask Away	Chat	< http://www.askaway.info/ >
Wisconsin	AskWisconsin		< http://lepton.wils.wisc.edu/askwisconsin/ >

Appendix 5. Selected Ask Nevada documentary evidence examined

Ask Nevada. (2006). <<http://www.asknevada.info/>>.

Clark County, Nevada. Public Communications. (2006). About Clark County. <http://www.co.clark.nv.us/Public_communications/About_clark_county.htm >.

Marsteller, Matt (2005). Synchronous digital reference cost effectiveness calculator. <<http://www.andrew.cmu.edu/user/matthewm/DigRefCostEffModelold.html>>

Sirsi/Dynix. (2006). Docutek VR interface <http://www.Docutek_VR_interface.com/>.

Stokes, Lauren and Ledebouer, Nancy. (2004). *E-Reference Desk for Southern Nevada*.

Stokes, Lauren. (2004). *2004 six month evaluation*.

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Stokes, Lauren. (2005). 2004 outcomes/evaluation plan.

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Stokes, Lauren. (2005). *2004 budget*.

Stokes, Lauren. (2005). Mid year and end of year statistics.

Stokes, Lauren. (2005). *Chat survey comments*.

Stokes, Lauren. (2005). *E-mail survey comments*.

Stokes, Lauren. (2006). *2005 budget*.

Stokes, Lauren. (2006). *Ask Nevada marketing kit*.

Stokes, Lauren. (2006). *Mid year statistics*.

Stokes, Lauren. (2005-2006). *Ask Nevada monthly statistics*.

Stokes, Lauren. (2006). Ask Nevada partners agreement, statistics, staff, schedule.

Stokes, Lauren and Williams, Susan. (2006). *Ask Nevada presentations (sample)*.

Stokes, Lauren. (2006). Ask Nevada survey instrument.

Stokes, Lauren. (2006). Ask Nevada survey responses.

Stokes, Lauren and Williams, Susan. (2006). *Ask Nevada training materials*.

Stokes, Lauren. (2005-2006). Various press releases and marketing materials.

Stokes, Lauren and Williams, Susan. (2006). *Nevada virtual reference: 2005 LSTA Final Evaluation*. Carson City, NV: Nevada State Library and Archives.

Appendix 6. Further Data on Geographic Distribution of Ask Nevada Questions

Zip Code Area	Questions	Zip Code Area	Questions
Alamo	1	Nellis AFB	1
Beatty	1	North Las Vegas	48
Blue Diamond	4	Other Nevada (bad zip)	6
Boulder City	6	Outside Nevada/not stated:	245
Carson City	35	Overton	6
Fernley	2	Pahrump	9
Henderson	190	Reno	185
Incline Village	1	Silver City	2
Jean	6	Silver Springs	4
Las Vegas	1122	Sparks	30
Laughlin	6	Sun Valley	4
Logandale	1	Tonopah	4
Mesquite	15	Wellington	1
Montello	1	Winnemucca	1

Question Source	2004-2005 Number	2004-2005 Percent	2005-2006 Number	2005-2006 Percent
Henderson	326	16.7%	332	14.8%
LVCCLD	1108	56.7%	1572	69.9%
Washoe County	199	10.2%	107	4.8%
State Library (Carson)	43	2.2%	12	.5%
Other Nevada location	54	2.7%	51	2.3%
Outside Nevada/Other	224	11.5%	175	7.8%

⁷¹ From 2004 Ask Nevada Annual Report (no similar table in the 2005 or 2006 reports)

Appendix 7. State Library Supported Electronic Libraries	
State Library Virtual Library	URL
Alabama Virtual Library	< http://www.avl.lib.al.us/ >
Alaska's databases for Alaskans	< http://www.library.state.ak.us/databases/home.html >
Arkansas Traveler	< http://www.asl.lib.ar.us/traveler/ >
California	< http://www.library.ca.gov >
Colorado Virtual Library	< http://www.coloradovirtuallibrary.org > CVL offers a statewide catalog, ILL, digital collections but not subscription databases.
Connecticut Digital Library (iCONN)	< http://www.iconn.org/ >
DeLAWARE	http://www.state.lib.de.us/Collection_Development/Electronic_Resources/DeLAWARE/
Florida Electronic Library	< http://www.flelibrary.org/ >
Georgia (GALILEO)	< http://www.usg.edu/galileo/about/ >
Hawaii Information Institute	Databases < http://www.state.hi.us/libraries/hsl/databases.html > e-books < http://hawaiiinformationinstitute.lib.overdrive.com/ >
Idaho LiLI	< http://www.lili.org/ >
CyberDriveIllinois	< http://www.cyberdriveillinois.com/ >
Indiana's Inspire	< http://www.inspire.net/index.html >
Iowa SILO	< http://www.silo.lib.ia.us/for-ia-libraries/databases/index.html >
Kansas Blue Skyways	< http://skyways.lib.ks.us/ >
Kentucky Virtual Library (KYVL)	< http://www.kyvl.org/ >
Louisiana Library Connection	< http://lilibcon.state.lib.la.us/ >
MARVEL! Maine's Virtual Library	< http://libraries.maine.edu/mainedatabases/ >
Maryland Sailor	< http://www.sailor.lib.md.us/ >
Massachusetts virtual catalog and subscription databases	< http://mblc.state.ma.us/ >
Michigan eLibrary	< http://www.mel.org/ >
Electronic Library for Minnesota (ELM)	< http://www.elm4you.org/ >
Mississippi MAGNOLIA	< http://nt.library.msstate.edu/magnolia/ >
Montana Library Network	< http://montanalibraries.org/ >
Nebraska Access	< http://www.nlc.state.ne.us/nebraskaccess/index.html >
Nevada	InfoNevada < http://dmla.clan.lib.nv.us/docs/infonevada/ >
NHewLINK	< http://www.nhewlink.state.nh.us/ >
NJKI: Electronic resources	< http://www.njstatelib.org/Electronic_Resources/ >
NY NOVEL	< http://unix2.nysed.gov/gate/esubject.htm#NOVEL >
NC Live	< http://www.nclive.org/authhome.phtml >
North Dakota online resources	< http://ndsl.lib.state.nd.us/ElectronicResources.html >
Ohio	INFOhio < http://www.infohio.org/ >, Ohio Public Library Information Network (OPLIN) < ">http://www.oplin.lib.oh.us/home.php?a=&msg=> >, Ohio Library and Information Network (OhioLINK) < http://www.ohiolink.edu/ >
Oklahoma Digital Prairie	< http://www.odl.state.ok.us/prairie/index.htm >
Oregon subscription licensing only	< http://www.osl.state.or.us/home/libdev/osdpl/index.html >
Pennsylvania	< www.PowerLibrary.net >
South Carolina DISCUS	< http://www.state.sc.us/scsl/discus/school.html >
South Dakota electronic library	http://www.sdstatelibrary.com/index.htm
Tennessee Electronic Library (TEL)	< http://access.gale.com/tel2/ >
Texas TexShare	< http://www.texshare.edu/ >
Utah Public Pioneer	< http://pioneer.utah.gov/ >
Find It Virginia	< http://www.finditva.com/cgi-bin/main.cgi >
West Virginia	< http://librarycommission.lib.wv.us/statewide_db.htm >
Wisconsin Badgerlink	< http://www.badgerlink.net/ >
Wyoming GoWYLD.net	< http://gowyld.net/index.html >

Appendix 8. Summary of Available Statewide Database Vendor Data

The study team used the following Vendor specific data in it usage analysis.

Ebsco

Ebsco usage statistics cover the time period July 2002 through July 2006, with information available from the perspectives of database products and sites/locations using the products. The data were available in two Excel files, each containing multiple worksheets:

- **State of Nevada Ebsco Usage by Product. [Excel]** Contains worksheets for the following dates with attendant information:
 - July 02 – July 03: Searches; Total Full Text
 - July 03 – July 04: Searches; Total Full Text
 - Jan-04 – Dec 04: Sessions, Searches, Total Full Text, PDF Full Text, HTML Full Text, Image/Video, Smart Link, Custom Link, Abstract
 - Jan-05 – Dec 05: Sessions, Searches, Total Full Text, PDF Full Text, HTML Full Text, Image/Video, Smart Link, Custom Link, Abstract
 - Jan-06– Jul 06: Sessions, Searches, Total Full Text, PDF Full Text, HTML Full Text, Image/Video, Smart Link, Custom Link, Abstract
- **State of Nevada Ebsco Usage by Site. [Excel]** Contains worksheets for the following dates with attendant information:
 - July 02 – July 03: Count; Searches; Total Full Text
 - July 03 – July 04: Count; Searches; Total Full Text
 - Jan-04 – Dec 04: Count; Average Length; Searches, Total Full Text, PDF Full Text, HTML Full Text, Image/Video, Smart Link, Custom Link, Abstract
 - Jan-05 – Dec 05: Sessions, Searches, Total Full Text, PDF Full Text, HTML Full Text, Image/Video, Smart Link, Custom Link, Abstract
 - Jan-06– Jul 06: Sessions, Searches, Total Full Text, PDF Full Text, HTML Full Text, Image/Video, Smart Link, Custom Link, Abstract

Facts on File

Facts on File usage statistics cover the time period August 2004 through July 2006. The data were available in an Excel file with two worksheets:

- **Copy of FFL_Stats070506.xsl. [Excel]** Contains two worksheets:
 - Usage: Data by site (UserID and Name of Site [Description]). Appears to cover August 2004 – July 2006. Stats reported for each site: Visits; Search Requests; Email Requests; Elementary Requests; Middle School Requests
 - Detailed: Data by site (UserID and Name of Site [Description]). Appears to cover August 2004 – July 2006. Includes stats: Visits; Total Requests;

Search Requests; Email Requests; Elementary Requests; Middle School Requests; Authentication Type

Gale

Gale usage statistics cover the time period January 2002 through June 2006, with information available from the perspectives of database products and sites/locations using the products. The data were available in a number of different Excel files:

- *Consortium Summary Usage (June 1, 2002 – September 7, 2005)*. Summarizes activity for all of the listed consortium members. For the period June 1, 2002 through September 7 2005. Has total as well as stats for individual members. Gives the following overall stats for Inside Usage; Remote Usage; Total Usage: Total Sessions; Total Connect Time (min); Average Session Time (min); Total Fulltext; Total Retrievals; Total Searches; Total Turnaways. Stats also reported by database: Sessions ; FT ; Rtrvls ; Srches ; Trnwy.
- Consortium Summary Usage (January 1, 2002 – December 31, 2002)
- Consortium Summary Usage (January 1, 2003 – December 31, 2003)
- Consortium Summary Usage (January 1, 2004 – December 15, 2004)
- Consortium Summary Usage (2005)
- Consortium Summary Usage (January 1, 2006 – June 20, 2006)

Each of these yearly summary files contains usage activity for all of the listed consortium members. The yearly summary files also have totals as well as statistics for individual members with additional data.⁷²

⁷² Additional overall statistics include: Inside Usage; Remote Usage; Total Usage: Total Sessions; Total Connect Time (min); Average Session Time (min); Total Full text; Total Retrievals; Total Searches; Total Turnaways. Stats also reported by database: Sessions; FT; Retrievals; Searches; and, Turnaways.

Appendix 9. NV Statewide Database Program E.gs. of Vendors and Databases		
Ebsco Databases	Gale Databases⁷³	Facts on File Databases⁷⁴
Academic Search Elite	Academic ASAP	Facts on File World News Digest
Academic Search Premier	Business and Company ASAP	Issues & Controversies on File
American Heritage	Computer Database	Issues & Controversies in American History
Children's Dictionary	Discovering Collection	Today's Science on File
American Humanities Index	Expanded Academic ASAP	World Almanac and World Almanac Encyclopedia
Book Collection: Nonfiction	Gale Virtual Reference Library	
Business Source Elite	General Reference Center	Grolier Online
Clinical Pharmacology	General Reference Center Gold	Encyclopedia Americana
Columbia Encyclopedia	Health Reference Center Academic	Grolier Multimedia Encyclopedia
Communication & Mass Media Complete	Health and Wellness Resource Center	New Book of Knowledge
EBSCO Animals	Informe	Nueva Enciclopedia Cumbre
ERIC	InfoTrac OneFile	Lands and Peoples
Funk & Wagnalls New World Encyclopedia	InfoTra Religion & Philosophy	America the Beautiful
General Science Collection	Junior Edition	
Health Source - Consumer Edition	Junior Edition - K12	
Health Source: Nursing/ Academic Edition	Junior Reference Collection	
History Reference Center	Kid's Edition	
Literary Reference Center	Kid's Edition - K12	
MAS Ultra - School Edition	Kids InfoBits	
MasterFILE Premier	LegalTrac	
Middle Search Plus	Literature Resource Center	
Newspaper Source	Military & Intelligence Database	
Primary Search	Opposing Viewpoints Resource Center	

⁷³ Gale databases were used by the following types of libraries: Academic Libraries, Public Libraries, Public School Libraries, Private School Libraries and CLAN.

⁷⁴ Database usage was by public libraries, school libraries, and two private schools as well as the State Library. Most of the usage was for a single database: Today's Science On File with the following exceptions: Carson City High School: Substantial usage of Facts On File World News Digest, Issues & Controversies On File, and some occasional use of Issues & Controversies in American History and The World Almanac and The World Almanac Encyclopedia. Clark County School District, Curriculum & Professional Development Center: Substantial use of Facts On File World News Digest and World Almanac and World Almanac Encyclopedia, with occasional use of Issues & Controversies On File. Facts on File has been dropped in 2007 with ABC Clio added. ABC Clio includes: American Government, American History, State Geography, World Geography, World History: Ancient and Medieval Eras, and World History: The Modern Era.

Appendix 9. Nevada Statewide Database Program Examples of Vendors and their Databases		
Ebsco Databases	Gale Databases	
Professional Development Collection	Professional Development Collection	
Regional Business News	Science Resource Center	
Science Reference Center	Student Edition	
TOPICsearch	Student Edition - K12	
	Student Resource Center Bronze	
	Student Resource Center Gold	
	Student Resource Center Junior	
	Student Resource Center Silver	
	What Do I Read Next?	

Below is an example of an NSLA produced flyer in 2004
 Nevada Statewide Licensed Databases
 Public and School Libraries

Ebsco

• Academic Search Elite	• MasterFILE Premier
• Business Source Elite	• MAS Ultra: School Edition
• Encyclopedia of Animals	• Middle Search Plus
• ERIC	• Newspaper Source
• Funk & Wagnalls New Encyclopedia	• Primary Search
• General Science Collection	• Professional Development Collection
• Health Source: Consumer Edition	• Regional Business News
• Health Source: Nursing/Academic Edition	• TOPICsearch

Facts On File

<i>The Reference Suite @ FACTS.com</i>	
• Today's Science on File	
FactsforLearning (Grades 2-5)	
• The World Almanac for Kids	• World Almanac Library of the States (52 books)
• Welcome to my Country! (48 books)	• Oxford American Children's Encyclopedia, second edition
• 101 Facts About Pets (12 books)	• Wordsmyth Children's Dictionary
• Isaac Asimov's 21 st Century Library of the Solar System (12 books)	• Weekly Reader 2
• The Cold War (4 books)	• Weekly Reader 3
• Dinosaurs (4 books)	• Weekly Reader 4
• Natural Disasters (6 books)	• Weekly ReaderSenior
• Sharks (6 books)	• Science Spin Primary
• Trailblazers of the Modern World (24 books)	• Science Spin Senior
• Whales and Dolphins (6 books)	• Teacher Created Materials (activities)
FACTSFORLEARNING (GRADES 5-8) - SOME OF THE ABOVE RESOURCES PLUS:	
• The World Almanac and Book of Facts	• Current Health 1
• Funk & Wagnalls New Encyclopedia	• Current Health 2
• Countries of the World (48 books)	• Know Your World Extra
• Career World	<i>and selected materials from:</i>
• Current Events	• Facts On File World News Digest
• Current Science	• Issues and Controversies On File
	• Today's Science on file

These databases are available thanks to the Nevada Commission on Educational Technology and the Institute for Museum and Library Services (IMLS) through the Library Services and Technology Act. (10/2004)

Nevada Statewide Licensed Databases Public and School Libraries

Gale

• Academic ASAP	• InfoTrac Student Edition
• Business & Co Profiles	• InfoTrac Junior Edition
• Discovering Collection	• Junior Reference Collection
• Computer Database	• LegalTrac
• Expanded Academic ASAP	• Kids InfoBits
• General Reference Center – Gold	• Military & Intelligence
• Health & Wellness RC	• Professional Collection
• Health Reference Center	• Religion & Philosophy
• Informe	• Student Resource Center – Gold
• InfoTrac Onfile	• What Do I Read Next? – Reader’s Advisory

Nevada Statewide Licensed Databases Academic Libraries

EBSCO

• Academic Search Elite	• MasterFILE Premier
• Business Source Elite	• MAS Ultra: School Edition
• Encyclopedia of Animals	• Middle Search Plus
• ERIC	• Newspaper Source
• Funk & Wagnalls New Encyclopedia	• Primary Search
• General Science Collection	• Professional Development Collection
• Health Source: Consumer Edition	• Regional Business News
• Health Source: Nursing/Academic Edition	• TOPICsearch

These databases are available thanks to the Nevada Commission on Educational Technology and the Institute for Museum and Library Services (IMLS) through the Library Services and Technology Act. (10/2004)

Appendix 10. Individual Database Usage over Time

Tables 10a and 10b present usage by database product for the time periods listed. While it is possible to focus on the aggregated number of sessions and searches for each year, it is important to recognize the changing numbers of databases available to users from each vendor in various years. It is also useful to see which databases account for the highest number of sessions and searches. For example, some of the databases – whether from Ebsco or Gale show relatively small usage, and accounts for a very small percentage of total sessions and searches in a time period. One also notices usage declining for some database products over time. But in general, the trend for most of the individual databases, and certainly in terms of the aggregate numbers, is on the rise.

To be specific, the total searches across all Ebsco databases increased approximately 6 times, from 510,923 in 2002 to 3,093,312 in the first six months of 2006. Usage of the Gale databases show an even larger increase (although in absolute numbers, usage of Gale databases is less than Ebsco products), from 37,677 in 2002 to 853,771 in the first six months of 2006.

Table 10a. Ebsco Database Product Usage – July 2002 through July 2006

Ebsco Database	July02-July03		July03-July04		Jan04-Dec04		Jan05-Dec05		Jan06-Jul06	
	Sessions	Searches	Sessions	Searches	Sessions	Searches	Sessions	Searches	Sessions	Searches
Academic Search Elite	na	214,866	na	451,278	133,356	499,429	62,446	123,729	52,444	97,896
Academic Search Premier					84,200	197,272	220,318	698,210	123,106	412,802
American Heritage Children's Dictionary	na	369	na	1,136	158	956	165	411	17,869	825,604
American Humanities Index			na	8,249						
Book Collection: Nonfiction									16	36
Business Source Elite	na	452	na	792	2963	7179	25330	75725	21191	59487
Clinical Pharmacology	na	4	na	9,415	812	11,112	17,532	62,412	23,562	60,679
Columbia Encyclopedia							4,753	12,614	14,272	39,382
Communication & Mass Media Complete	na	na	na	7,460	1	0	1	0	na	na
EBSCO Animals	na	4,878	na	7,694	3,827	10,423	22,949	69,531	48,792	86,650
ERIC	na	21,426	na	89,834	13,383	91,610	36,031	132,557	38,538	112,912
Funk & Wagnalls New World Encyclopedia	na	5,172	na	16,492	3,514	18,096	9,603	22,261	46,043	58,141
General Science Collection	na	11,587	na	13,758	5,516	17,474	16,919	43,965	48,198	94,064
Health Source - Consumer Edition	na	1,197	na	4,652	4,763	15,948	31,460	100,963	48,148	124,522
Health Source: Nursing/ Academic Edition	na	184	na	31,469	5,910	43,198	30,905	100,227	30,486	78,818
History Reference Center							11	20	12	67
Literary Reference Center							na	na	4	6
MAS Ultra - School Edition	na	48,728	na	53,851	18,077	54,702	27,613	82,616	73,721	136,742
MasterFILE Premier	na	92,397	na	100,910	42,017	141,680	91,103	305,776	73,331	201,718
Middle Search Plus	na	12,865	na	26,002	7,035	29,678	18,513	48,833	72,438	123,313
Newspaper Source	na	30,251	na	75,046	16,975	80,510	46,247	142,701	61,740	159,619
Primary Search	na	10,381	na	26,421	3,948	27,812	28,175	86,591	65,366	110,858
Professional Development Collection	na	40,465	na	67,198	15,038	73,912	34,276	119,317	32,286	89,874
Regional Business News	na	1,659	na	19,337	2,254	23,463	21,370	68,370	23,560	60,864
Science Reference Center									11	31
TOPICsearch	na	14,042	na	27,377	8,888	27,910	34,973	105,304	68,343	159,227
TOTALS		510,923		1,038,371	372,635	1,372,364	780,693	2,402,133	983,477	3,093,312

Table 10b. Gale Database Product Usage – January 2002 through July 2006

Gale Database	Jan02-Dec02		Jan03-Dec03		Jan04-Dec04		Jan05-Dec05		Jan06-JUN06	
	Sessions	Searches	Sessions	Searches	Sessions	Searches	Sessions	Searches	Sessions	Searches
Academic ASAP	28	49	207	447	624	976	4,347	4,877	1,966	3,412
Business and Company ASAP					151	193	4,215	4,159	3,362	3,717
Business and Company Resource Center									2	0
Computer Database					63	74	349	478	196	794
Discovering Collection	9,448	18,893	13,124	47,001	19,234	64,891	22,404	60,893	20,009	43,261
Expanded Academic ASAP					215	290	4,082	4,940	1,996	3,525
Gale Biography Resource Center									103	262
Gale Virtual Reference Library					2	20	447	1,312	435	2,764
General Reference Center	40	62	88	169	29	37	3	1		
General Reference Center Gold			8,801	21,387	5,454	11,163	7,125	10,452	3,430	6,227
Health Reference Center Academic					159	270	792	1,444	1,037	2,610
Health and Wellness Resource Center					335	1,443	4,411	15,092	20,338	43,130
History Resource Center: U.S.									1	42
History Resource Center: World									1	55
InfoTrac OneFile					554	1,013	5,669	7,945	3,890	6,972
Informe					485	488	4,236	3,975	1,766	1,785
Junior Edition	1,367	1,858	2,098	2,849	1,759	2,274	3,893	4,091	2,157	2,436
Junior Edition - K12	318	694	1,717	4,150	2,920	7,035	3,381	8,243	1,948	5,038
Junior Reference Collection	3,295	7,665	6,424	22,353	6,752	27,990	10,471	29,952	8,417	17,702
Kid's Edition	550	649	928	812	721	783	14	3	22	13
Kid's Edition - K12	219	1,525	1,056	5,086	958	4,551	172	790	104	512
Kids InfoBits			1,236	6,442	2,609	10,878	8,321	22,658	45,509	89,892
LegalTrac					156	206	3,998	5,467	1,486	2,129
Literature Resource Center			1	0	27	187	315	2,013	85	240
Opposing Viewpoints Resource Center	93	474	3,740	22,929	15,700	78,014	43,672	207,170	67,112	254,794
Professional Development Collection	1,323	2,359	3,529	7,245	3,499	6,609	3,913	5,273	16,896	17,483
Science Resource Center					3	60	3,573	10,979	8,974	32,188
Student Edition	1,629	2,380	2,685	4,925	2,716	4,939	4,725	6,049	2,702	3,412
Student Edition - K12	425	1,069	2,330	5,989	4,081	9,706	6,472	16,297	1,641	4,074
Student Resource Center - College Edition									7	24
Student Resource Center - College Expand									7	24

Table 10b. Gale Database Product Usage – January 2002 through July 2006

Gale Database	Jan02-Dec02		Jan03-Dec03		Jan04-Dec04		Jan05-Dec05		Jan06-JUN06	
	Sessions	Searches	Sessions	Searches	Sessions	Searches	Sessions	Searches	Sessions	Searches
Student Resource Center Bronze					6	21			7	24
Student Resource Center Gold					2,782	12,196	52,310	189,279	101,911	283,011
Student Resource Center Junior					6	21			7	24
Student Resource Center Silver					6	21			7	24
The Shakespeare Collection									31	468
What Do I Read Next?					1,014	1,586	6,865	7,418	20,616	21,703
TOTALS	18,735	37,677	47,964	151,784	73,020	247,935	210,175	631,250	338,178	853,771

Appendix 11. Ebsco Database Usage by Academic Library – 7/02-7/06			
Site Name	Date	Sessions	Searches
COMMUNITY COLLEGE OF SOUTHERN NEVADA	Jul02-Jun03	18,266	69,133
	Jul03-Jun04	24,687	93,287
	Jan04-Dec04	32,573	108,226
	Jan05-Dec05	54,751	236,897
	Jan06-Jul06	27,013	151,595
GREAT BASIN COLLEGE	Jul02-Jun03	6,017	15,982
	Jul03-Jun04	6,929	18,276
	Jan04-Dec04	9,084	28,343
	Jan05-Dec05	8,257	63,001
	Jan06-Jul06	4,825	49,183
NEVADA STATE COLLEGE	Jul02-Jun03	679	2,128
	Jul03-Jun04	1,778	6,200
	Jan04-Dec04	5,311	15,049
	Jan05-Dec05	10,832	39,924
	Jan06-Jul06	4,401	20,530
SIERRA NEVADA COLLEGE	Jul02-Jun03	865	7,856
	Jul03-Jun04	406	2,156
	Jan04-Dec04	1,161	7,282
	Jan05-Dec05	2,796	24,036
	Jan06-Jul06	1,085	10,468
TOURO UNIVERSITY-NEVADA		No Activity Reported	
TRUCKEE MEADOWS COMMUNITY COLLEGE	Jul02-Jun03	26,412	70,238
	Jul03-Jun04	28,080	97,767
	Jan04-Dec04	33,082	124,754
	Jan05-Dec05	52,574	899,470
	Jan06-Jul06	23,456	605,217
UNIVERSITY OF NEVADA, LAS VEGAS	Jul02-Jun03	88,897	187,613
	Jul03-Jun04	142,459	402,156
	Jan04-Dec04	218,152	529,691
	Jan05-Dec05	216,759	838,318
	Jan06-Jul06	107,541	496,701
UNIVERSITY OF NEVADA, RENO	Jul02-Jun03	42,424	42,438
	Jul03-Jun04	129,209	172,534
	Jan04-Dec04	195,560	271,699
	Jan05-Dec05	185,871	443,708
	Jan06-Jul06	94,778	273,759
WESTERN NEVADA COMMUNITY COLLEGE	Jul02-Jun03	4,299	7,941
	Jul03-Jun04	4,612	10,595
	Jan04-Dec04	8,012	17,918
	Jan05-Dec05	9,878	30,271
	Jan06-Jul06	5,026	18,274

Appendix 11. Ebsco Database Usage by Academic Library – 7/02-7/06			
Site Name	Date	Sessions	Searches
WNCC AT DOUGLAS	Jul02-Jun03	115	129
	Jul03-Jun04	175	389
	Jan04-Dec04	271	612
	Jan05-Dec05	170	703
	Jan06-Jul06	1	0
WNCC AT FALLON	Jul02-Jun03	728	856
	Jul03-Jun04	1,155	2,127
	Jan04-Dec04	1,136	2,126
	Jan05-Dec05	535	1,003
	Jan06-Jul06	na	na
WILLIAM S. BOYD SCHOOL OF LAW		No Activity Reported	

Appendix 12. Ebsco Database Product Usage by Public Library – 7/02/7/06⁷⁵				
Site ID	Site Name		Sessions	Searches
P1	AMARGOSA VALLEY LIBRARY DISTRICT	Jul02-Jun03	4	8
		Jul03-Jun04	1	4
		Jan04-Dec04	3	7
		Jan05-Dec05	4	15
		Jan06-Jul06		
P2	BEATTY LIBRARY DISTRICT			
P3	BOULDER CITY LIBRARY DISTRICT	Jul02-Jun03	2	2
		Jul03-Jun04	1	0
		Jan04-Dec04	1	0
		Jan05-Dec05	2	0
		Jan06-Jul06		
P4	CARSON CITY LIBRARY	Jul02-Jun03	2,466	2,867
		Jul03-Jun04	3,184	4,991
		Jan04-Dec04	2,960	4,405
		Jan05-Dec05	1,125	3,026
		Jan06-Jul06	580	1,877
P5	CHURCHILL COUNTY LIBRARY	Jul02-Jun03	31	43
		Jul03-Jun04	43	155
		Jan04-Dec04	46	132
		Jan05-Dec05	20	76
		Jan06-Jul06	6	86
P6	DOUGLAS COUNTY PUBLIC LIBRARY	Jul02-Jun03	811	2,101
		Jul03-Jun04	889	2,659
		Jan04-Dec04	948	3,099
		Jan05-Dec05	1,731	5,062
		Jan06-Jul06	1,003	3,008
P6_1	LAKE TAHOE BRANCH LIBRARY	Jul02-Jun03	115	594
		Jul03-Jun04	81	624
		Jan04-Dec04	66	473
		Jan05-Dec05	58	160
		Jan06-Jul06	380	1,943
P6_2	SOUTH COUNTY E-BRANCH			

⁷⁵ One question from the analysis relates to the way Ebsco is able to record usage. For example, the Lyon County Library System has five branches. Usage is reported at the system level and for four of the branch libraries. Assuming this is how all the public library usage is collected, one can have usage by the “system” as well as all of its branches. If that is the case, then it is possible to see a number of systems and branches that have never used the databases. This table lists all of the district, county, and system libraries along with all branches associated with them (taken from the Nevada library listings and directories provided to the study team).

Appendix 12. Ebsco Database Product Usage by Public Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
P7	ELKO-LANDER-EUREKA COUNTIES LIBRARY SYSTEM			
P7_1	ELKO COUNTY LIBRARY	Jul02-Jun03	309	1,778
		Jul03-Jun04	207	1,664
		Jan04-Dec04	254	1,575
		Jan05-Dec05	119	426
		Jan06-Jul06	85	369
P7_1_1	AUSTIN BRANCH LIBRARY			
P7_1_10	WEST WENDOVER BRANCH LIBRARY			
P7_1_2	BATTLE MOUNTAIN BRANCH LIBRARY			
P7_1_3	BEOWAVE BRANCH LIBRARY			
P7_1_4	CARLIN BRANCH LIBRARY			
P7_1_5	CRESCENT VALLEY BRANCH LIBRARY			
P7_1_6	EUREKA BRANCH LIBRARY	Jul02-Jun03	8	49
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
P7_1_7	JACKPOT BRANCH LIBRARY			
P7_1_8	TUSCARORA BRANCH LIBRARY			
P7_1_9	WELLS BRANCH LIBRARY	Jul02-Jun03	4	19
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
P8	ESMERALDA COUNTY LIBRARIES			
P8_1	FISH LAKE LIBRARY			
P8_2	GOLDFIELD PUBLIC LIBRARY			
P8_3	SILVER PEAK LIBRARY			
P9	HENDERSON DISTRICT PUBLIC LIBRARIES	Jul02-Jun03	3,189	7,328
		Jul03-Jun04	4,278	10,706
		Jan04-Dec04	5,032	12,877
		Jan05-Dec05	40,420	51,391
		Jan06-Jul06	50,708	64,093
P9_1	GIBSON LIBRARY			
P9_2	MALCOLM LIBRARY			
P9_3	PASEO VERDE LIBRARY			
P9_4	PITTMAN CYBRARY			
PA1	HUMBOLDT COUNTY LIBRARY	Jul02-Jun03	208	2,431
		Jul03-Jun04	42	194
		Jan04-Dec04	77	573
		Jan05-Dec05	282	4,637
		Jan06-Jul06	56	1,139
PA1_1	DENIO BRANCH LIBRARY			
PA1_2	MCDERMITT BRANCH LIBRARY			

Appendix 12. Ebsco Database Product Usage by Public Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
PA2	LAS VEGAS-CLARK COUNTY LIBRARY DISTRICT	Jul02-Jun03	28,760	59,754
		Jul03-Jun04	28,105	74,132
		Jan04-Dec04	35,987	80,619
		Jan05-Dec05	48,404	86,864
		Jan06-Jul06	558,021	563,762
PA2_1	BLUE DIAMOND LIBRARY			
PA2_10	MEADOWS VILLAGE LIBRARY AND HOMEWORK CENTER			
PA2_11	MESQUITE LIBRARY			
PA2_12	METRO JAIL LIBRARY			
PA2_13	MISDEMEANANT JAIL LIBRARY			
PA2_14	MOAPA TOWN LIBRARY			
PA2_15	MOAPA VALLEY LIBRARY			
PA2_16	MT. CHARLESTON LIBRARY			
PA2_17	RAINBOW LIBRARY			
PA2_18	SAHARA WEST LIBRARY			
PA2_19	SANDY VALLEY LIBRARY			
PA2_2	BUNKERVILLE LIBRARY	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06	1	0
PA2_20	SEARCHLIGHT LIBRARY			
PA2_21	SPRING VALLEY LIBRARY			
PA2_22	SUMMERLIN LIBRARY			
PA2_23	SUNRISE LIBRARY			
PA2_24	WEST CHARLESTON LIBRARY	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05	1	0
		Jan06-Jul06		
PA2_25	WEST LAS VEGAS LIBRARY			
PA2_26	WHITNEY LIBRARY			
PA2_3	CLARK COUNTY LIBRARY	Jul02-Jun03	2	18
		Jul03-Jun04		
		Jan04-Dec04	4	0
		Jan05-Dec05		
		Jan06-Jul06		
PA2_4	ENTERPRISE LIBRARY			
PA2_5	GOODSPRINGS LIBRARY			
PA2_6	GREEN VALLEY LIBRARY			
PA2_7	INDIAN SPRINGS LIBRARY			
PA2_8	LAS VEGAS LIBRARY			
PA2_9	LAUGHLIN LIBRARY			
PA3	LINCOLN COUNTY LIBRARY			
PA3_1	ALAMO BRANCH LIBRARY			
PA3_2	CALIENTE BRANCH LIBRARY			

Appendix 12. Ebsco Database Product Usage by Public Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
PA4	LYON COUNTY LIBRARY SYSTEM	Jul02-Jun03	56	123
		Jul03-Jun04	30	72
		Jan04-Dec04	53	72
		Jan05-Dec05	47	216
		Jan06-Jul06	25	55
PA4_1	CENTRAL BRANCH LIBRARY			
PA4_2	DAYTON VALLEY BRANCH LIBRARY	Jul02-Jun03	20	18
		Jul03-Jun04	9	71
		Jan04-Dec04	7	7
		Jan05-Dec05	5	48
		Jan06-Jul06	7	39
PA4_3	FERNLEY BRANCH LIBRARY	Jul02-Jun03	1	1
		Jul03-Jun04	14	71
		Jan04-Dec04	19	97
		Jan05-Dec05		
		Jan06-Jul06		
PA4_4	SILVER-STAGE BRANCH LIBRARY	Jul02-Jun03		
		Jul03-Jun04	1	0
		Jan04-Dec04	1	0
		Jan05-Dec05		
PA4_5	SMITH VALLEY LIBRARY			
PA5	MINERAL COUNTY LIBRARY	Jul02-Jun03	16	14
		Jul03-Jun04	8	25
		Jan04-Dec04	1	4
		Jan05-Dec05	3	2
		Jan06-Jul06		
PA5_1	MINA-LUNING COMMUNITY LIBRARY			
PA6	NORTH LAS VEGAS LIBRARY DISTRICT	Jul02-Jun03	241	1,133
		Jul03-Jun04	278	1,046
		Jan04-Dec04	368	1,607
		Jan05-Dec05	169	1,391
		Jan06-Jul06	141	1,843
PA6_1	ALIANTE BRANCH LIBRARY			
PA7	PAHRUMP COMMUNITY LIBRARY DISTRICT	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	23	15
		Jan05-Dec05	23	19
		Jan06-Jul06	12	11
PA8	PERSHING COUNTY LIBRARY	Jul02-Jun03	29	93
		Jul03-Jun04	3	1
		Jan04-Dec04	3	1
		Jan05-Dec05		
		Jan06-Jul06		

Appendix 12. Ebsco Database Product Usage by Public Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
PA9	SMOKY VALLEY LIBRARY DISTRICT	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
PA9_1	MANHATTAN LIBRARY	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05	1	0
		Jan06-Jul06		
PA9_2	ROUND MOUNTAIN PUBLIC LIBRARY	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	6	6
		Jan05-Dec05	1	3
		Jan06-Jul06		
PB1	STOREY COUNTY LIBRARY	Jul02-Jun03	5	2
		Jul03-Jun04	2	6
		Jan04-Dec04	2	6
		Jan05-Dec05	1	11
		Jan06-Jul06	1	1
PB2	TONOPAH LIBRARY DISTRICT	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	10	2
		Jan05-Dec05		
		Jan06-Jul06		
PB2_1	CENTRAL NEVADA MUSEUM & HISTORICAL SOCIETY BRANCH			
PB3	WASHOE COUNTY LIBRARY SYSTEM	Jul02-Jun03	1,592	6,078
		Jul03-Jun04	1,424	6,228
		Jan04-Dec04	1,896	7,194
		Jan05-Dec05	4,481	14,453
		Jan06-Jul06	5,152	13,528
PB3_1	COMMUNITY RESOURCE CENTER			
PB3_10	NORTHWEST RENO LIBRARY			
PB3_11	SENIOR CENTER			
PB3_12	SIERRA VIEW LIBRARY			
PB3_13	SOUTH VALLEYS LIBRARY			
PB3_14	Spanish Springs LIBRARY			
PB3_15	SPARKS LIBRARY	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	1	0
		Jan05-Dec05		
		Jan06-Jul06		
PB3_16	VERDI COMMUNITY LIBRARY			
PB3_2	DOWNTOWN RENO LIBRARY			
PB3_3	DUNCAN/TRANER COMMUNITY LIBRARY			
PB3_4	GERLACH COMMUNITY LIBRARY			
PB3_5	INCLINE VILLAGE LIBRARY			
PB3_6	INTERNET LIBRARY			
PB3_7	MENDIVE COMMUNITY LIBRARY			
PB3_8	MOBILE LIBRARY			

Appendix 12. Ebsco Database Product Usage by Public Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
PB3_9	NORTH VALLEYS LIBRARY			
PB4	WHITE PINE COUNTY LIBRARY	Jul02-Jun03	8	6
		Jul03-Jun04	8	3
		Jan04-Dec04	6	3
		Jan05-Dec05		
		Jan06-Jul06		

Appendix 13. Ebsco Database Usage by Public School Library – 7/02-7/06				
Site ID	Site Name		Sessions	Searches
S1	CARSON CITY SCHOOL DISTRICT	Jul02-Jun03	887	3,836
		Jul03-Jun04	836	4,527
		Jan04-Dec04	924	5,008
		Jan05-Dec05	1,643	11,684
		Jan06-Jul06	767	9,502
S1_E	ELEMENTARY SCHOOL LIBRARIES			
S1_M	MIDDLE/JUNIOR HIGH SCHOOL LIBRARIES			
S1_M_1	CARSON MIDDLE SCHOOL	Jul02-Jun03	2	5
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
S1_S	SENIOR HIGH SCHOOL LIBRARIES			
S1_S_1	CARSON HIGH	Jul02-Jun03	5	14
		Jul03-Jun04	0	0
		Jan04-Dec04	5	14
		Jan05-Dec05	8	97
		Jan06-Jul06	4	84
S2	CHURCHILL COUNTY SCHOOL DISTRICT	Jul02-Jun03	110	114
		Jul03-Jun04	679	1,535
		Jan04-Dec04	644	1,471
		Jan05-Dec05	113	281
		Jan06-Jul06	128	492
S2_E	ELEMENTARY SCHOOL LIBRARIES			
S2_M	MIDDLE/JUNIOR HIGH SCHOOL LIBRARIES			
S2_S	SENIOR HIGH SCHOOL LIBRARIES			
S2_S_1	CHURCHILL COUNTY HIGH	Jul02-Jun03	309	424
		Jul03-Jun04	2	1
		Jan04-Dec04	1	0
		Jan05-Dec05	3	0
		Jan06-Jul06		

Appendix 13. Ebsco Database Product Usage by Public School Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
S3	CLARK COUNTY SCHOOL DISTRICT	Jul02-Jun03	52,150	101,493
		Jul03-Jun04	38,114	103,742
		Jan04-Dec04	41,487	107,876
		Jan05-Dec05	41,744	171,551
		Jan06-Jul06	37,744	367,999
S3_E	ELEMENTARY SCHOOL LIBRARIES			
S3_E_1	ROWE	Jul02-Jun03	3	4
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
S3_E_2	STANFORD	Jul02-Jun03	1	0
		Jul03-Jun04		
		Jan04-Dec04	1	0
		Jan05-Dec05		
		Jan06-Jul06		
S3_M	MIDDLE/JUNIOR HIGH SCHOOL LIBRARIES			
S3_M_1	LEAVITT	Jul02-Jun03	151	377
		Jul03-Jun04	4	11
		Jan04-Dec04	3	22
		Jan05-Dec05		
		Jan06-Jul06	3	7
S3_S	SENIOR HIGH SCHOOL LIBRARIES			
S3_S_1	BONANZA HIGH SCHOOL	Jul02-Jun03	372	1,730
		Jul03-Jun04	38	165
		Jan04-Dec04	3	14
		Jan05-Dec05		
		Jan06-Jul06		
S3_S_2	ADVANCED TECHNOLOGIES ACADEMY	Jul02-Jun03	4	5
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
S3_S_3	CHAPARRAL	Jul02-Jun03	4	9
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
S3_S_4	CHEYENNE HS & CC EAST	Jul02-Jun03	2	0
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		

Appendix 13. Ebsco Database Product Usage by Public School Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
Clark County School District				
S3_S_5	DURANGO	Jul02-Jun03	87	281
		Jul03-Jun04	6	9
		Jan04-Dec04	1	3
		Jan05-Dec05		
		Jan06-Jul06		
S3_S_6	GREEN VALLEY	Jul02-Jun03	1,614	3,229
		Jul03-Jun04	1,205	5,405
		Jan04-Dec04	1,571	5,905
		Jan05-Dec05	4,457	13,539
		Jan06-Jul06	787	5,233
S3_S_7	LAS VEGAS	Jul02-Jun03	6	23
		Jul03-Jun04	355	1,391
		Jan04-Dec04	246	948
		Jan05-Dec05	329	2,397
		Jan06-Jul06	39	206
S3_S_8	PALO VERDE	Jul02-Jun03	1,530	3,051
		Jul03-Jun04	345	885
		Jan04-Dec04	226	658
		Jan05-Dec05	53	146
		Jan06-Jul06	11	211
S3_S_9	CIMARRON MEMORIAL	Jul02-Jun03	0	0
		Jul03-Jun04	2	0
		Jan04-Dec04	2	0
		Jan05-Dec05		
		Jan06-Jul06		
S3_S_10	SIERRA VISTA	Jul02-Jun03	0	0
		Jul03-Jun04	5	6
		Jan04-Dec04	33	164
		Jan05-Dec05	84	463
		Jan06-Jul06	9	251

Appendix 13. Ebsco Database Product Usage by Public School Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
S4	DOUGLAS COUNTY SCHOOL DISTRICT	Jul02-Jun03	90	259
		Jul03-Jun04	380	1,108
		Jan04-Dec04	344	960
		Jan05-Dec05	975	3,142
		Jan06-Jul06	472	3,416
S4_M	MIDDLE/JUNIOR HIGH SCHOOL LIBRARIES			
S4_M_3	PAU-WA-LU	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	4	3
		Jan05-Dec05	11	64
		Jan06-Jul06	2	0
S4_S	SENIOR HIGH SCHOOL LIBRARIES			
S4_S_1	DOUGLAS	Jul02-Jun03	105	620
		Jul03-Jun04	94	289
		Jan04-Dec04	61	189
		Jan05-Dec05	80	466
		Jan06-Jul06	50	341
S4_S_3	WHITTELL	Jul02-Jun03	19	223
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
S5	ELKO COUNTY SCHOOL DISTRICT	Jul02-Jun03	894	5,103
		Jul03-Jun04	610	2,166
		Jan04-Dec04	721	2,317
		Jan05-Dec05	1,049	5,888
		Jan06-Jul06	747	5,332
S5_E	ELEMENTARY SCHOOL LIBRARIES			
S5_E_1	ELKO GRAMMAR #2	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	4	0
		Jan05-Dec05	7	42
		Jan06-Jul06	1	0
S5_E_9	SAGE	Jul02-Jun03	10	15
		Jul03-Jun04	3	14
		Jan04-Dec04	30	48
		Jan05-Dec05	1	2
		Jan06-Jul06	2	48
S5_E_11	SPRING CREEK	Jul02-Jun03	15	53
		Jul03-Jun04	5	15
		Jan04-Dec04	9	8
		Jan05-Dec05	1	1
		Jan06-Jul06		

Appendix 13. Ebsco Database Product Usage by Public School Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
S5_E_12	WEST WENDOVER	Jul02-Jun03	1	0
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		
S5_Z	COMBINED SCHOOLS LIBRARIES			
S5_Z_1	CARLIN	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	3	0
		Jan05-Dec05		
		Jan06-Jul06		
S5_MS	JUNIOR/SENIOR HIGH SCHOOL LIBRARIES			
S5_MS_2	ELKO HIGH	Jul02-Jun03	1	0
		Jul03-Jun04		
		Jan04-Dec04	1	0
		Jan05-Dec05		
		Jan06-Jul06		
S5_MS_3	SPRING CREEK HIGH	Jul02-Jun03	33	229
		Jul03-Jun04	64	348
		Jan04-Dec04		
		Jan05-Dec05	187	981
		Jan06-Jul06	34	232
S6	ESMERALDA COUNTY SCHOOL DISTRICT			
S7	EUREKA COUNTY SCHOOL DISTRICT	Jul02-Jun03	9	13
		Jul03-Jun04	88	240
		Jan04-Dec04	519	1,030
		Jan05-Dec05	209	501
		Jan06-Jul06	213	1,897
S7_E	ELEMENTARY SCHOOL LIBRARIES			
S7_E_1	CRESCENT VALLEY	Jul02-Jun03	0	0
		Jul03-Jun04	1	0
		Jan04-Dec04	1	0
		Jan05-Dec05		
		Jan06-Jul06		

Appendix 13. Ebsco Database Product Usage by Public School Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
S8	HUMBOLDT COUNTY SCHOOL DISTRICT	Jul02-Jun03	516	2,506
		Jul03-Jun04	508	3,962
		Jan04-Dec04	952	6,732
		Jan05-Dec05	615	4,539
		Jan06-Jul06	714	5,834
S8_E	ELEMENTARY SCHOOL LIBRARIES			
S8_M	MIDDLE/JUNIOR HIGH SCHOOL LIBRARIES			
S8_S	SENIOR HIGH SCHOOL LIBRARIES			
S8_S_1	ALBERT M. LOWRY (9-12)	Jul02-Jun03	235	493
		Jul03-Jun04	12	364
		Jan04-Dec04	12	364
		Jan05-Dec05		
		Jan06-Jul06		
S8_Z_1	MCDERMOTT COMBINED (K-12)	Jul02-Jun03	17	42
		Jul03-Jun04	8	20
		Jan04-Dec04	14	36
		Jan05-Dec05	15	96
		Jan06-Jul06	4	19
S9	LANDER COUNTY SCHOOL DISTRICT	Jul02-Jun03	81	79
		Jul03-Jun04	88	196
		Jan04-Dec04	185	342
		Jan05-Dec05	145	374
		Jan06-Jul06	88	523
S9_E	ELEMENTARY SCHOOL LIBRARIES			
S9_MS	JUNIOR/SENIOR HIGH SCHOOL LIBRARIES			
S9_MS_3	BATTLE MOUNTAIN SR HIGH	Jul02-Jun03	1	9
		Jul03-Jun04	1	4
		Jan04-Dec04		
		Jan05-Dec05	1	7
		Jan06-Jul06	4	20
SA1	LINCOLN COUNTY SCHOOL DISTRICT	Jul02-Jun03	1	0
		Jul03-Jun04		
		Jan04-Dec04	11	15
		Jan05-Dec05	14	254
		Jan06-Jul06	15	154
SA1_E	ELEMENTARY SCHOOL LIBRARIES			
SA1_M	MIDDLE/JUNIOR HIGH SCHOOL LIBRARIES			
SA1_S	SENIOR HIGH SCHOOL LIBRARIES			
SA1_S_1	C.O. BASTIAN HS	Jul02-Jun03	1	0
		Jul03-Jun04		
		Jan04-Dec04		
		Jan05-Dec05		
		Jan06-Jul06		

Appendix 13. Ebsco Database Product Usage by Public School Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
SA2	LYON COUNTY SCHOOL DISTRICT	Jul02-Jun03	909	3,547
		Jul03-Jun04	677	2,759
		Jan04-Dec04	707	2,594
		Jan05-Dec05	1,083	6,066
		Jan06-Jul06	891	9,351
SA2_E	ELEMENTARY SCHOOL LIBRARIES			
SA2_M	MIDDLE/JUNIOR HIGH SCHOOL LIBRARIES			
SA2_M_3	YERINGTON INTERMEDIATE	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	3	48
		Jan05-Dec05		
		Jan06-Jul06	20	225
SA2_S	SENIOR HIGH SCHOOL LIBRARIES			
SA2_S_1	DAYTON	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	6	27
		Jan05-Dec05		
		Jan06-Jul06		
SA2_S_4	SMITH VALLEY	Jul02-Jun03	0	0
		Jul03-Jun04	2	0
		Jan04-Dec04	2	0
		Jan05-Dec05		
		Jan06-Jul06		
SA2_S_5	YERINGTON	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	2	0
		Jan05-Dec05		
		Jan06-Jul06		
SA3	MINERAL COUNTY SCHOOL DISTRICT	Jul02-Jun03	0	0
		Jul03-Jun04	1	4
		Jan04-Dec04	0	0
		Jan05-Dec05	7	18
		Jan06-Jul06		
SA3_EM	ELEMENTARY/JR HIGH SCHOOL LIBRARIES			
SA3_S	SENIOR HIGH SCHOOL LIBRARIES			
SA4	NYE COUNTY SCHOOL DISTRICT	Jul02-Jun03	10	58
		Jul03-Jun04	6	3
		Jan04-Dec04	5	0
		Jan05-Dec05	102	195
		Jan06-Jul06	153	1,632
SA4_E	ELEMENTARY SCHOOL LIBRARIES			
SA4_MS	JUNIOR/SENIOR HIGH SCHOOL LIBRARIES			
SA4_Z	COMMUNITY/SCHOOL LIBRARIES			

Appendix 13. Ebsco Database Product Usage by Public School Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
SA5	PERSHING COUNTY SCHOOL DISTRICT	Jul02-Jun03	48	166
		Jul03-Jun04	301	849
		Jan04-Dec04	287	1,007
		Jan05-Dec05	176	559
		Jan06-Jul06	19	90
SA5_E	ELEMENTARY SCHOOL LIBRARIES			
SA5_MS	MIDDLE/SENIOR HIGH SCHOOL LIBRARIES			
SA5_MS_1	PERSHING COUNTY MIDDLE SCHOOL	Jul02-Jun03	1	0
		Jul03-Jun04	1	0
		Jan04-Dec04	1	0
		Jan05-Dec05	1	0
		Jan06-Jul06		
SA5_MS_2	PERSHING COUNTY HIGH SCHOOL	Jul02-Jun03	16	47
		Jul03-Jun04	2	6
		Jan04-Dec04	5	17
		Jan05-Dec05	13	55
		Jan06-Jul06	3	2
SA5_Z	OTHER			
SA6	STOREY COUNTY SCHOOL DISTRICT	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	46	30
		Jan05-Dec05	61	221
		Jan06-Jul06	87	464
SA6_E	ELEMENTARY SCHOOL LIBRARIES			
SA6_MS	MIDDLE/SENIOR HIGH SCHOOL LIBRARIES			
SA7	WASHOE COUNTY SCHOOL DISTRICT	Jul02-Jun03	7,256	15,763
		Jul03-Jun04	6,553	471,567
		Jan04-Dec04	7,772	472,673
		Jan05-Dec05	12,347	63,589
		Jan06-Jul06	11,854	147,334
SA7_E	ELEMENTARY SCHOOL LIBRARIES			
SA7_E_1	HUFFAKER	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	73	87
		Jan05-Dec05	1	0
		Jan06-Jul06		
SA7_M	MIDDLE/JUNIOR HIGH SCHOOL LIBRARIES			
SA7_S	SENIOR HIGH SCHOOL LIBRARIES			
SA7_S_1	SPARKS	Jul02-Jun03		
		Jul03-Jun04		
		Jan04-Dec04	1	0
		Jan05-Dec05	3	0
		Jan06-Jul06		

Appendix 13. Ebsco Database Product Usage by Public School Library – July 2002 through July 2006				
Site ID	Site Name		Sessions	Searches
SA8	WHITE PINE COUNTY SCHOOL DISTRICT	Jul02-Jun03	25	30
		Jul03-Jun04	89	121
		Jan04-Dec04	116	135
		Jan05-Dec05	10	9
SA8_E	ELEMENTARY SCHOOL LIBRARIES			
SA8_MS	MIDDLE/SENIOR HIGH SCHOOL LIBRARIES			
SA8_MS_3	WHITE PINE HIGH	Jul02-Jun03	84	293
		Jul03-Jun04	3	1
		Jan04-Dec04	3	1
		Jan05-Dec05		
		Jan06-Jul06		

Appendix 14. Ebsco Database Usage by Nevada Private School Libraries 7/02-7/06				
Site ID	Site Name	Date	Sessions	Searches
PRS1	Our Lady of Las Vegas	Jul02-Jun03	0	0
		Jul03-Jun04	0	0
		Jan04-Dec04	1	0
		Jan05-Dec05	0	0
		Jan06-Jul06	0	0
PRS2	The Meadows School	Jul02-Jun03	0	0
		Jul03-Jun04	0	0
		Jan04-Dec04	0	0
		Jan05-Dec05	6	46
		Jan06-Jul06	0	0
PRS3	Bishop Gorman High School	Jul02-Jun03	1,859	7,920
		Jul03-Jun04	2,488	13,394
		Jan04-Dec04	1,802	12,351
		Jan05-Dec05	2,570	19,238
		Jan06-Jul06	1,888	26,628
PRS4	Bishop Manogue High School	Jul02-Jun03	28	152
		Jul03-Jun04	15	29
		Jan04-Dec04	21	25
		Jan05-Dec05	19	198
		Jan06-Jul06	8	5
PRS5	Las Vegas Day School	Jul02-Jun03	0	0
		Jul03-Jun04	7	2
		Jan04-Dec04	61	73
		Jan05-Dec05	0	0
		Jan06-Jul06	0	0
PRS6	Sage Ridge School	Jul02-Jun03	252	1,370
		Jul03-Jun04	252	1,370
		Jan04-Dec04	266	1,457
		Jan05-Dec05	1,493	11,128
		Jan06-Jul06	554	4,830
PRS7	St. Anne School	Jul02-Jun03	6	11
		Jul03-Jun04	0	0
		Jan04-Dec04	26	101
		Jan05-Dec05	103	468
		Jan06-Jul06		
PRS8	Faith Lutheran JrSr High School	Jul02-Jun03	0	0
		Jul03-Jun04	241	1,237
		Jan04-Dec04	155	1,124
		Jan05-Dec05	609	5,892
		Jan06-Jul06	863	7,352
PRS9	St. Teresa of Avila	Jul02-Jun03	0	0
		Jul03-Jun04	0	0
		Jan04-Dec04	7	2
		Jan05-Dec05	55	143

Appendix 14. Ebsco Database Usage by Nevada Private School Libraries 7/02-7/06				
Site ID	Site Name	Date	Sessions	Searches
PRS9	St. Teresa of Avila	Jan06-Jul06	34	232

Appendix 15. State Electronic Libraries Web-based Promotional Materials		
State	Description	URL
Alaska	Special section for trial databases	< http://sled.alaska.edu/teen.html >
Colorado	Marketing page Sticker to be put on library cards, can order via website 500 to a roll.	< http://www.clc-key.org/Librarymarketing/librarymarketing.htm > < http://www.clc-key.org/Librarymarketing/CLCOrderForm.pdf >
Florida	FEL marketing	< http://www.flelibrary.org/about/marketing.cfm >
Georgia	GALILEO Planet newsletter Presentations & materials Presentations Materials *Presentation on promoting GALILEO with K-12	< http://www.usg.edu/galileo/about/news/ > < http://www.usg.edu/galileo/about/pres/ > < http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1 > < http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1 > < http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1 >
Idaho	Marketing resources Handouts	< http://www.lili.org/forlibs/marketing/index.htm > < http://www.lili.org/forlibs/marketing/lili-customers.htm >
Illinois	Trial databases	Try-It! Illinois < http://www.eliillinois.org/tryit/ >
Indiana	Inspire clearinghouse	< http://www.inspire.net/clearing.html >
Iowa	Telling library story toolkit	< http://www.silo.lib.ia.us/for-ia-libraries/tell-library-story/telling-library-story/index.htm >
Kentucky	Trainers toolkit Public relations	< http://www.kyvl.org/html/kentuckians/kentuckians.shtml > < http://www.kyvl.org/html/about/pr/pr.shtml >
Maine	*Scavenger hunt Promo tips Graphics handouts	< http://www.maine.gov/msl/libs/pubrelations/scavenger.htm > < http://www.maine.gov/msl/libs/pubrelations/promotips.rtf > < http://www.maine.gov/msl/libs/pubrelations/index.htm#graphics >
Maryland	Virtual reference toolkit	< http://www.askusnow.info/partners/AUN-marketing.html >
Massachusetts	Brochure Public awareness campaign	< http://mbic.state.ma.us/books/magazine/gale_brochure.pdf > < http://mbic.state.ma.us/advisory/pr/campaign/index.php >
Mississippi	Documentation center	< http://nt.library.msstate.edu/magnolia/documentation.htm >
Montana	Ask A Montana Librarian promo MLNCAT promo	< http://161.7.9.20:81/AskA/AskA.asp > < http://firstsearch.oclc.org/WebZ/FSPrefs?entityjsdetect=:javascript=true:screenize=large:sessionid=sp05sw09-33433-ehv5eo4-h79jpo:entitypagenum=1:0 >

Appendix 15. State Electronic Libraries Web-based Promotional Materials		
State	Description	URL
Nebraska	Librarian toolbox	< http://www.nlc.state.ne.us/nebraskaccess/toolbox/promotingdb.html >
New York	Tool kit Drivers license access *NOVEL invitation grants (to promote use)	< http://www.nysl.nysed.gov/library/novel/toolkit/index.html > < http://www.nysl.nysed.gov/library/novel/promo/index.html > < http://www.nysl.nysed.gov/library/novel/invgrant/index.html >
North Carolina	Resources	< http://www.nclive.org/libnsrc.phtml >
North Dakota	Brochure We Want Your Story	< http://ndsl.lib.state.nd.us/Publications/onlinemagazines.html > < http://ndsl.lib.state.nd.us/We Want Your Stories.rtf >
Ohio	*InfoOhio SupplyList Toolkit Calendar of events Document library New Lib. Dir. Ohiolink video, Publications Share your Ohiolink story Marketing toolkit Marketing workbook Marketing resources	< http://www.infohio.org/FallUpdate2005/SupplyList.html > < http://www.infohio.org/About/calendar.html > < http://www.infohio.org/about/documents.html > < http://www.oplin.lib.oh.us/oplin/training/WhatIsOPLIN.pdf > < http://dmc.ohiolink.edu:8080/ramgen/Pub/ohiolink.rm > < http://www.ohiolink.edu/about/publications.html > < http://www.ohiolink.edu/about/share-story.html > < http://www.ohiolink.edu/ostaff/marketing/ > < http://www.ohiolink.edu/ostaff/marketing/#workbook > < http://www.ohiolink.edu/ostaff/marketing/resources.html >
Pennsylvania	Teacher postcards You've got the power brochure Expand your power	< http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=15&q=116245 > < http://www.statelibrary.state.pa.us/libraries/lib/libraries/PowerBrochure2004_PDF.pdf > < http://www.statelibrary.state.pa.us/libraries/lib/libraries/Expand_Your_Power_Broch.pdf >
South Carolina	DISCUS Toolbox Promotional	< http://www.scdiscus.org/toolbox.html > < http://www.scdiscus.org/promotion.html >
Texas	Digital Knowledge Central toolkit Train. material TexShare outreach Materials Toolkit Texzine blog	< http://dkc.esc20.net/starterkit.htm > < http://dkc.esc20.net/trainingmats.htm > < http://www.texshare.edu/outreach_materials.html > < http://www.texshare.edu/toolkit/index.html > < http://www.texshare.edu/newsletter/texzine/ >
Utah	Guide	< http://pioneer.utah.gov/guide_to_pioneer/index.html >
Wisconsin	Promo & Branding	< http://www.badgerlink.net/promote.html >
Wyoming	Handouts	< http://www-wsl.state.wy.us/training/handouts.html >

Appendix 16. State Library Electronic Library Special Interfaces	
Kids	
State	URL
Alaska (Homework help) Kids stuff (link list)	< http://sled.alaska.edu/homework.html/ > < http://sled.alaska.edu/kids.html >
Colorado	http://www.coloradovirtuallibrary.org/WebZ/Authorize?sessionId=0&next=kids/kidsframe.html&bad=cvl/error/authofail.html&autho=WebZGuest&password=WebZGuest&style=kids
Georgia	< kids.galileo.usg.edu/ >
Illinois	< http://www.alfy.com/ >
Indiana (demo 2/06)	< http://www.inspire.net/kidsdemo.html >
Kentucky	< http://www.kyvl.org/html/kids/portal.html# >
Maine	< http://libraries.maine.edu/mainedatabases/kids.asp >
Michigan -- Michigan Creative after School Experiences (MICASE)	< http://www.micase.org/ >
Mississippi Elementary Middle school Secondary school	< http://library.msstate.edu/magnolia/Elementary/ > < http://library.msstate.edu/magnolia/MiddleSchool/ > < http://library.msstate.edu/magnolia/Secondary/ >
Ohio INFOhio (has interfaces by grade) OHKids (OPLIN)	< http://www.infohio.org/ > < http://www.oplin.lib.oh.us/ohkids/index.htm >
Rhode Island	< http://www.rilink.org/ >
South Carolina KnowItAll.org	< http://www.knowitall.org/kiacontent/toolsForEd.htm >
South Dakota	< http://www.sdstatelibrary.com/forkids/index.htm >
Utah	< http://pioneer.uen.org/K-12/index.jsp >
Virginia	< http://www.kidscommonwealth.virginia.gov/home/ >
Wyoming	< http://gowyld.net/wyoming/wykids.html >
Teens	
Alaska	< http://sled.alaska.edu/teen.html >
Ohio OH!Teens	< http://www.oplin.lib.oh.us/teenhome.php >
South Dakota	< http://www.sdstatelibrary.com/TeenCenter/index.htm >
Virginia (Central Rappahannock)	< http://www.teenspoint.org/ >
Teachers	
Colorado (linked to curriculum standards)	http://www.coloradovirtuallibrary.org/WebZ/Authorize?sessionId=0&next=cvl/teachers/teachersmain.html&bad=cvl/error/authofail.html&autho=WebZGuest&password=WebZGuest&style=default&CvlSection=teachers
Illinois	< http://www.alfy.com/teachers/index.asp >
Mississippi lesson plans	< http://nt.library.msstate.edu/magnolia/lessonplans/index.htm >
Nebraska lesson plans	< http://www.nlc.state.ne.us/nebraskaccess/toolbox/lessonplans.html >
Ohio curriculum resource catalog OH! Teach Ohio academic content Standard *Toolkit	< http://infohiocat.infohio.org/html/welcome.html > < ">http://www.oplin.lib.oh.us/main.php?ld=64&msg=> > < http://www.infohio.org/librariystaff/odeosic/ > < http://www.infohio.org/Toolkit2005.html >
Texas - Digital Knowledge Central curriculum materials	< http://dkc.esc20.net/currconnection.htm >
Games	
Illinois	< http://www.alfy.com/Games/index.asp >
Small Libraries	
Texas - Bridge to TexShare for Small/Rural libraries	< http://www.ischool.utexas.edu/~bridge/ >

Appendix 17. State Library subscription database tutorials by state	
State	Description
Alabama	AVL Tutorial: A user's guide < http://www.avl.lib.al.us/AVLweb/index.htm > covering navigating AVL and using its databases.
Arkansas	Assistance available from vendors (EBSCO, Grolier, FirstSearch, Gale) is available < http://www.asl.lib.ar.us/traveler/selfhelp.htm >.
Delaware	Includes database tutorials < http://www.state.lib.de.us/Collection_Development/Electronic_Resources/DelAWARE/tutorials.shtml >, a help with access page < http://www.state.lib.de.us/Collection_Development/Electronic_Resources/DelAWARE/help.html > (I am having problems accessing the databases..., I don't know what each database has to offer..., I have other questions...) and How to brochures for databases/services (includes EBSCOhost, Gale Group, Grolier Online, LitFinder, Novelist, ProQuest, SIRS, and a topic brochure Kids Online).
Florida	SUNLINK < http://www.sunlink.ucf.edu/ > the K-12 school library catalog has a useful set of video clips -- quickflix < http://www.sunlink.ucf.edu/train/quickflix/ >, on how to use various aspects of SUNLINK more effectively.
Georgia	User FAQs < http://www.usg.edu/galileo/help/ >, materials (includes handouts and pathfinders) < http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1 >.
Hawaii	e-book guides < http://www.librarieshawaiiinformationinstitute.org/services/ebooks.htm >
Idaho	Learning resources < http://www.lili.org/portal/resources.php > Customer handouts (includes navigator guides, bookmarks, posters) < http://www.lili.org/forlibs/marketing/lili-customers.htm >
Illinois	Lesson plans, Internet activities, and related resources < http://www.alfy.com/teachers/index.asp >
Indiana	Inspire clearinghouse < http://www.inspire.net/clearing.html > offers web-based handouts, graphics, training, tutorials, videos and testimonials. Pathfinders < http://www.inspire.net/pathfinders.html >. Offers a support/help desk < http://www.inspire.net/support.html >.
Iowa	Arranged by vendor FirstSearch < http://www.silo.lib.ia.us/for-ia-libraries/databases/firstsearch/index.html > includes: support, about, using, online guided tour, documentation manual, managing FirstSearch in your library, and publicity toolkit. EBSCOhost < http://www.silo.lib.ia.us/for-ia-libraries/databases/ebsco/index.html > includes: list of available databases, technical documentation, training opportunities, questions and answers and promotional materials.
Kansas	Online database services: FAQs < http://www.skyways.org/library/databaseinfo.html >
Kentucky	Includes a quick tour < http://www.kyvl.org/html/kentuckians/navigate.shtml >, how to use tutorial < http://www.kyvl.org/html/tutorial/kyvl/unit1-kyvl.shtml > and trainer's toolkit < http://www.kyvl.org/html/kentuckians/kentuckians.shtml >
Maine	Includes overview article < http://www.maine.gov/newsletter/sept2004/marvel.htm >, FAQs < http://libraries.maine.edu/mainedatabases/faq.htm#librarianFAQ >, scavenger hunt < http://www.maine.gov/msl/libs/pubrelations/scavenger.htm >.
Massachusetts	Includes brochure for home users regarding Gale databases < http://mbic.state.ma.us/books/magazine/gale_brochure.pdf >. Includes help file to resolve access problems if using Internet Explorer with Norton Security firewall (and you get an "Internal Server Error" message) < http://mbic.state.ma.us/books/catalogs/vc/firewall_help.php >.
Michigan	Includes MeLInternet < http://web.mel.org/index.jsp > with a range of pathfinders, and MeL Help < https://elibrary.mel.org/screens/melhelp.html >.

Appendix 17. State Library database program tutorials by state (Continued)	
State	Description
Minnesota	Electronic Library of Minnesota - ELM includes help < http://www.elm4you.org/help.asp >, ELM FAQs < http://www.elm4you.org/faq.asp > and database tutorials < http://www.elm4you.org/faq.asp#moreHelp >. WebPALS includes information literacy tutorial < http://www.pals.msus.edu/tutorial/ >, customer support eDesk < http://www.pals.msus.edu/pals/palshelp/ >, various manuals < http://www.pals.msus.edu/pals/docs/home.html >.
Mississippi	Includes: lesson plans < http://nt.library.msstate.edu/magnolia/lessonplans/index.htm > and a Database Documentation Center < http://nt.library.msstate.edu/magnolia/documentation.htm > containing instructional/promotional materials, order forms, contact information.
Nebraska	Includes FAQ, tutorial, listserv, librarian toolbox; see: < http://www.nlc.state.ne.us/nebraskaccess/about.html >. Librarian toolbox contains a range of promotional and marketing materials < http://www.nlc.state.ne.us/nebraskaccess/toolbox/promotingdb.html > and lesson plans < http://www.nlc.state.ne.us/nebraskaccess/toolbox/lessonplans.html >.
New Jersey	Includes: (2005, November 3). NJKI presentation < http://www.njstatelib.org/LDB/NJKI/NJKI%20ppt.ppt >, (2005, November 3). NJKI Sample Search < http://www.njstatelib.org/LDB/NJKI/NJKI%20Sample%20Search.ppt >, (2005, November 3). NJKI Web Tutorial < http://www.njstatelib.org/LDB/NJKI/NJKI%20Web%20Tutorial.ppt >.
New York	Includes a toolkit < http://www.nysl.nysed.gov/library/novel/toolkit/index.html >
North Carolina	Includes section < http://www.nclive.org/libnrsrc.phtml > with FAQs, and tutorials.
North Dakota	Includes a searching guide < http://ndsl.lib.state.nd.us/Publications/OLRMan.pdf >.
Ohio	Includes: InfoOhio media resources (circulating K-12 educational materials) < http://www.infohio.org/medianet/medianet.html >, curriculum resource catalog < http://infohiocat.infohio.org/html/welcome.html >, OH! Teach (developed with OPLIN, provides linked information for Ohio's teachers, educators, and school library media specialists) < ">http://www.oplin.org/main.php?Id=64&msg=> > and has curriculum content standards (designed to enable a librarian to locate an Ohio Academic Content Standard at the grade level indicator) < http://www.infohio.org/librystaff/odeosic/ > also has a <u>toolkit</u> < http://www.infohio.org/Toolkit2005.html > with lesson plans, homework helpers, PowerPoint presentations < http://www.infohio.org/FallUpdate2005/SlideLib.html > (including in service presentation discussion of how to link INFOhio to curriculum and standards), parent outreach material, tools of administrators, guidance counselors, library media staff, parents, teachers, and technology coordinators. Ohio Public Library Information Network (OPLIN) includes: OH!Teens < http://www.oplin.lib.oh.us/teenhome.php >, and < ">http://www.oplin.lib.oh.us/main.php?Id=64&msg=> > teachers, OH!Teach and FAQ < ">http://www.oplin.lib.oh.us/page.php?Id=62-67-338-1278&msg=> >. Ohio Library and Information Network (OhioLINK) has an introductory video < http://dmc.ohiolink.edu:8080/ramgen/Pub/ohiolink.rm >.
South Carolina	DISCUS Toolbox < http://www.scdiscus.org/toolbox.html > includes: training < http://www.scdiscus.org/training.html >
South Dakota	< http://www.sdstatelibrary.com/forlibrarians/licenses/index.htm > includes links to available vendor support material.

Appendix 17. State Library subscription database tutorials by state (Continued)	
State	Description
Texas	Database guides and tutorials < http://www.ischool.utexas.edu/%7Etexshare/ >, outreach materials < http://www.texshare.edu/outreach_materials.html > (anecdote form, brochures, flyers, bookmarks, posters) library instruction materials including an introduction directed to rural libraries (Bridge to TexShare for Small/Rural libraries < http://www.ischool.utexas.edu/~bridge/ >) < http://www.texshare.edu/bridge/mainpage.html > and a <u>toolkit</u> < http://www.texshare.edu/toolkit/index.html >.
Utah	Pioneer guide page < http://pioneer.utah.gov/guide_to_pioneer/index.html > contains tutorials, < http://pioneer.utah.gov/guide_to_pioneer/tutorials.html >, FAQs, brochures, PSAs, tips, and graphics.
Wisconsin	Includes: training and documentation page < http://www.badgerlink.net/training.html > contains vendor training information. There is a FAQ < http://www.badgerlink.net/faq.html >
Wyoming	Kids page includes: tutorials < http://gowyld.net/tutorials.html > and handouts < http://www-wsl.state.wy.us/training/handouts.html >.

Appendix 18. State Library database programs statistics and evaluations	
State	Description
Arkansas	Contains 2002/3 Traveler databases survey results for public/academic special libraries < http://www.asl.lib.ar.us/traveler/Suvey%20Tally.pdf > and school libraries < http://www.asl.lib.ar.us/traveler/Survey_SchoolResults.pdf >. U
Connecticut	Ten top reasons to use ICONN < http://www.iconn.org/documents/Top10ReasonsToUseiCONN.doc >.
Georgia	Includes assessment (including annual user assessments < http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1 > and vendor assessment < http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1 > and statistics < http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1 >. I
Illinois	Evaluation of virtual reference service report (contains marketing tips) < http://www.cyberdriveillinois.com/departments/library/whats_new/pdfs/askusillinois.pdf >. Study proposed formation of marketing committee with representatives from the different library types who would produce a marketing plan to include: web placement efforts, campaigns, public relations programs and a budget for design, production and distribution of marketing promotions.
Iowa	Has Telling the Library Story Toolkit < http://www.silo.lib.ia.us/for-ia-libraries/tell-library-story/telling-library-story/index.htm >.
Kansas	Includes virtual reference service best practices report < http://skyways.lib.ks.us/KSL/KLNB/KANAnswerWeb/KANAnswerBestPractices.htm > and pilot assessment < http://skyways.lib.ks.us/KSL/KLNB/KANAnswerWeb/KANAnswerProjectAssessmentWeb.htm >.
Kentucky	KYVL facts and stats < http://www.kyvl.org/html/about/stats/stats.shtml >
Louisiana	A useful way of presenting database statistics may be found at < http://lplibcon.state.lib.la.us/statistics/ >
Maine	MARVEL overview article < http://www.maine.gov/newsletter/sept2004/marvel.htm >
Nebraska	Includes: database usage statistics < http://www.nlc.state.ne.us/nebraskaccess/toolbox/statistics.html >.
New Hampshire	Cost savings < http://www.nhewlink.state.nh.us/cost.html >. See spreadsheet < http://www.nhewlink.state.nh.us/cost.html#footnote1 >. See also Texas
New Jersey	NJKI has a Tell Us What You Think e-mail form < http://www.njki.org/ >
New York	toolkit < http://www.nysl.nysed.gov/library/novel/toolkit/index.html > has, charts, graphs, fact sheets. Conducted in Fall 2002 a web based: Electronic Resources Needs Assessment Survey < http://www.nysl.nysed.gov/library/novel/survey.htm >. NOVEL invitational grants: Lessons learned < http://www.nysl.nysed.gov/library/novel/invgrant/index.html >.
North Dakota	Has a "We Want Your Story" < http://ndsl.lib.state.nd.us/We_Want_Your_Stories.rtf >
Ohio	Ohio Public Library Information Network, OPLIN has a database usage reporting tool < http://www.oplin.lib.oh.us/odurt/report.php >. OPLIN submits biannual reports to the legislature < ">http://www.oplin.lib.oh.us/page.php?id=62-4-229&msg=> >. Ohilink publications < http://www.ohiolink.edu/about/publications.html > include annual reports. See Share Your OhioLINK Story form < http://www.ohiolink.edu/about/share-story.html >.
Texas	Conducts an annual TexShare core database survey < http://www.texshare.edu/programs/academicdb/databaseinfo.html >. Has a TexShare anecdote page < http://www.texshare.edu/map/anecdotes.html >. Various statistics can be found at < http://www.texshare.edu/memberinfo/statistics/ >. Database usage statistics < http://www.texshare.edu/statistics/databases/index.html > includes "how to get statistics from database vendors, and how libraries using a customized gateway can view their usage statistics." A useful set of statistics is the Costs avoided by local libraries due to the TexShare Database Program page: < http://www.texshare.edu/programs/academicdb/costavoidance.html >.

Appendix 19. Selected Other State Libraries Virtual Library Resources

Alabama

The Alabama Virtual Library <<http://www.avl.lib.al.us/>> offers a web-based AVL Tutorial: A user's guide <<http://www.avl.lib.al.us/AVLweb/index.htm>> covering navigating AVL and using its databases.

Alaska

Alaska's databases for Alaskans <<http://www.library.state.ak.us/databases/home.html>> provides access by journal titles indexed. Also has a *Special Limited Trials* section for databases available on a limited time trial basis. Has Teen Express <<http://sled.alaska.edu/teen.html>>, Ask A Librarian pilot project <<http://www.lib.uaa.alaska.edu/vrs/aklive.html>> and live Homework Help <<http://sled.alaska.edu/homework.html>>.

Arkansas

Contains 2002/3 Traveler databases survey results for public/academic special libraries <<http://www.asl.lib.ar.us/traveler/Survey%20Tally.pdf>> and school libraries <http://www.asl.lib.ar.us/traveler/Survey_SchoolResults.pdf>. Used basic marketing approaches (brochure, bookmark, posters). Key approaches seemed to be word of mouth, teacher or librarian instruction connected to curriculum. Other approaches: announcement in PTA newsletter, school newsletter to parents, and teacher in-service. The state library has an Arkansas traveler databases listserv. Assistance available from vendors (EBSCO, Grolier, FirstSearch, Gale) is available <<http://www.asl.lib.ar.us/traveler/selfhelp.htm>>. ArkStar is the statewide catalog <<http://arkstar.asl.lib.ar.us/>>.

Colorado

Colorado Virtual Library (CVL) <<http://www.coloradovirtuallibrary.org/>> has a section devoted to teachers where they can look up web sites and lesson plans by Colorado State Education Department standards <<http://www.coloradovirtuallibrary.org/WebZ/Authorize?sessionid=0&next=cvl/teachers/teachersmain.html&bad=cvl/error/authofail.html&autho=WebZGuest&password=WebZGuest&style=default&CvISection=teachers>>. Colorado has a statewide library card, Colorado libraries collaborate program, <<http://www.clc-key.org/>> and a marketing page <<http://www.clc-key.org/Librarymarketing/librarymarketing.htm>>. Has a sticker to be put on library cards, can order via website 500 to a roll <<http://www.clc-key.org/Librarymarketing/CLCOrderForm.pdf>>. Uses Fretwell-Downing for ILL <<http://www.aclin.org/swift/>> and has an Ask a Librarian service Ask Colorado <<http://www.askcolorado.org/>>. Does not offer statewide subscription databases but has negotiated reduced rates for OCLC FirstSearch and EBSCOhost <<http://www.cde.state.co.us/libnewsletter/slcent2002/slcent071902.htm#statewide>>.

CVL has a splash page with approaches by library type as well as major services <<http://www.aclin.org/index.html>>.

Connecticut

Connecticut Digital Library (iCONN) <<http://www.iconn.org/>>, Connecticut Digital Library 786 South Main Street Middletown, CT 06457 (888) 256-1222 (toll free) (860) 344-2475 <<http://rqstv2-agent.auto-graphics.com/homepages/customerwide/iConnLogin.asp?cuid=rqst&cusvr=crius&lid=&dataid=&class=>>>. Can search for journal articles from 1980 to present. Has a Report a problem form <<http://www.iconn.org/ProblemReports.aspx?lid=>>>. Also has reQuest <<http://rqstv2-agent.auto-graphics.com/>>, a statewide catalog request via iCONN < Ten top reasons to use ICONN <<http://www.iconn.org/documents/Top10ReasonsToUseiCONN.doc>>. No apparent web-based marketing.

Delaware

DelAWARE has been available since 1996 <http://www.state.lib.de.us/Collection_Development/Electronic_Resources/DelAWARE/> and includes a range of database including EBSCOhost and Gale subscriptions. Has 9 tutorials regarding basic use of the Internet <http://www.state.lib.de.us/Collection_Development/Electronic_Resources/DelAWARE/tutorials.shtml>, a help with access page <http://www.state.lib.de.us/Collection_Development/Electronic_Resources/DelAWARE/help.html> (I am having problems accessing the databases..., I don't know what each database has to offer..., I have other questions...) and How to brochures for databases/services (includes EBSCOhost, Gale Group, Grolier Online, LitFinder, NoveList, ProQuest, SIRS, and a topic brochure Kids Online). Ask a Librarian <<http://www.answerline.lib.de.us/patron.html>>. Delaware Public Library Catalogs – directory of four Delaware public library systems with web-based catalogs.

Florida

This project was done for the Florida Electronic Library <<http://www.flelibrary.org/>> so it is not included here. FEL marketing materials <<http://www.flelibrary.org/about/marketing.cfm>>. SUNLINK <<http://www.sunlink.ucf.edu/>> the K-12 school library catalog has a useful set of video clips -- quickflix <<http://www.sunlink.ucf.edu/train/quickflix/>>, on how to use various aspects of SUNLINK more effectively. Ask a librarian <<http://www.askalibrarian.org/aal.asp>>.

Georgia

GeorgiA Lbrary LEarning Online (GALILEO) <<http://www.usg.edu/galileo/about/>> provides access to over 100 databases. GALILEO has pages for news and announcements (*GALILEO Planet*) <<http://www.usg.edu/galileo/about/news/>>, governance, policies, user FAQs <<http://www.usg.edu/galileo/help/>>, kids <<http://triton3.galib.uga.edu:80/cgi-bin/kidspage.cgi?nf=0>>, presentations <http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1>, materials (includes handouts and pathfinders) <http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1>, planning, a listserv <http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1>, an project upgrade page <http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1>, assessment (including annual user assessments <http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1> and vendor assessment <http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1> and statistics <http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1>). Includes a presentation on promoting GALILEO with K-12 <http://chiron.gsu.edu/cgi-bin/homepage.cgi?style=&_id=049d1dd1-1175817329-5083&_cc=1>. PINES (Georgia's statewide library card and library automation & lending network) <<http://www.georgialibraries.org/public/pines.html>>.

Idaho

LiLI <<http://www.lili.org/>> includes a survey of the status of public library web sites <<http://www.lili.org/surveys/web-presence.htm>>. Learning resources <<http://www.lili.org/portal/resources.php>>. LiLI marketing resources <<http://www.lili.org/forlibs/marketing/index.htm>> customer handouts (includes navigator guides, bookmarks, posters) <<http://www.lili.org/forlibs/marketing/lili-customers.htm>> and LiLI Express (ILL) <<http://www.lili.org/forlibs/marketing/lili-express-customers.htm>>. AnswerLine virtual reverence <<http://www.answerxpress.com/>>.

Illinois

CyberDriveIllinois. FindIt! Illinois <<http://www.cyberdriveillinois.com/departments/library/what_we_have/home.html>> includes ask a librarian services <http://www.cyberdriveillinois.com/departments/library/what_we_have/askisl.html>, databases <<http://www.finditillinois.org/articles.html>>, statewide catalog <<http://findit.ilsos.net/OCLC/>>. Offers a kids portal Alfy - Portal Kids Playground for teachers, parents and kids <<http://www.alfy.com/index1.asp?FlashDetect=True>>. Alfy offers a number of resources for teachers including lesson plans, Internet activities, and related resources <<http://www.alfy.com/teachers/index.asp>>. Evaluation of virtual reference service report (contains marketing tips) <http://www.cyberdriveillinois.com/departments/library/whats_new/pdfs/askusillinois.pdf>.

Study proposed formation of marketing committee with representatives from the different library types who would produce a marketing plan to include: web placement efforts, campaigns, public relations programs and a budget for design, production and distribution of marketing promotions. Also includes other marketing ideas. Virtual reference, MyWebLibrarian, <<http://www.myweblibrarian.com/>>.

Also:

Skokie Public Library's Guides to Databases *by subject*.
http://www.skokie.lib.il.us/s_info/in_guides/.

Indiana

Indiana's Inspire <<http://www.inspire.net/index.html>> about to offer kids interface <<http://www.inspire.net/kidsdemo.html>>. AskALibrarian <http://www.statelib.lib.in.us/www/isl/ask/ask_a_librarian.html>. Inspire clearinghouse <<http://www.inspire.net/clearing.html>> offers web-based handouts, graphics, training, tutorials, videos and testimonials. Offers a support/help desk <<http://www.inspire.net/support.html>>.

Indiana Cooperative Library Services Authority (INCOLSA). Inspire, net: [Listing of] *Other statewide virtual libraries*. <<http://www.inspire.net/otherstates.html>>.

Iowa

State of Iowa Libraries Online (SILO) <<http://www.silo.lib.ia.us/for-ia-libraries/SILO/index.html>>. Ask a Librarian via e-mail <<http://www.silo.lib.ia.us/misc/contacts.html>>. Has Telling the Library Story Toolkit <<http://www.silo.lib.ia.us/for-ia-libraries/tell-library-story/telling-library-story/index.htm>>. Support information arranged by vendor FirstSearch <<http://www.silo.lib.ia.us/for-ia-libraries/databases/firstsearch/index.html>> includes: OCLC / FirstSearch Support, About FirstSearch, Using FirstSearch, Online Guided Tour, FirstSearch Documentation Manual, FirstSearch Statistics Online, Periodical Title in FirstSearch, Managing FirstSearch in Your Library, and Publicity Toolkit. EBSCOhost <<http://www.silo.lib.ia.us/for-ia-libraries/databases/ebSCO/index.html>> includes: list of available databases, technical documentation, training opportunities, questions and answers and promotional materials.

Kansas

Includes: KanFind databases <<http://skyways.lib.ks.us/library/databases.html>> and FAQs <<http://www.skyways.org/library/databaseinfo.html>>, KANAnswer: Virtual Reference Service <<http://skyways.lib.ks.us/KSL/KLNB/KANAnswerWeb/>> also includes best practices report <<http://skyways.lib.ks.us/KSL/KLNB/KANAnswerWeb/KANAnswerBestPractices.htm>> and pilot assessment <<http://skyways.lib.ks.us/KSL/KLNB/KANAnswerWeb/KANAnswerProjectAssessmentW>

eb.htm>. In Kansas, a press release for the state's virtual reference service was endorsed by the Governor was distributed via fax to all news media in the state.

Kentucky

Kentucky Virtual Library (KYVL) <<http://www.kyvl.org/>> includes a quick tour <<http://www.kyvl.org/html/kentuckians/navigate.shtml>>, how to use tutorial <<http://www.kyvl.org/html/tutorial/kyvl/unit1-kyvl.shtml>> and trainer's toolkit <<http://www.kyvl.org/html/kentuckians/kentuckians.shtml>>. KYVL has a users group and listserv <<http://www.wku.edu/Library/kyvlug/>>. Public relations <<http://www.kyvl.org/html/about/pr/pr.shtml>> include PowerPoint presentations, press releases, staff bios, photo gallery and testimonials. There is a kids page <<http://www.kyvl.org/html/kids/portal.html#>>. Kentucky virtual library, e-mail reference, <<http://www.kyvl.org/html/ref/ref.shtml>>. Includes: KYVL facts and stats <<http://www.kyvl.org/html/about/stats/stats.shtml>>.

Louisiana

Louisiana Library Connection <<http://lplibcon.state.lib.la.us/>>. Offers database training for state employees <http://www.state.lib.la.us/whatsnew/whatsnew_details.cfm?doc_id=323>. A useful way of presenting database statistics may be found at <<http://lplibcon.state.lib.la.us/statistics/>>

Maine

MARVEL! Maine's Virtual Library <<http://libraries.maine.edu/mainedatabases/>> with Kids interface <<http://libraries.maine.edu/mainedatabases/kids.asp>> includes overview article <<http://www.maine.gov/newsletter/sept2004/marvel.htm>>, FAQs <<http://libraries.maine.edu/mainedatabases/faq.htm#librarianFAQ>>, graphics, scavenger hunt <<http://www.maine.gov/msl/libs/pubrelations/scavenger.htm>>, promotional tips offered by librarians <<http://www.maine.gov/msl/libs/pubrelations/promotips.rtf>>, brochures, posters and bookmarks <<http://www.maine.gov/msl/libs/pubrelations/index.htm#graphics>> and a what's new section. Has a partial statewide catalog <<http://ursus.maine.edu/>>, statewide ILS Minerva <<http://ursus2.ursus.maine.edu/>>, and a chat and e-mail based Ask a Librarian Service <<http://www.maine.gov/msl/services/ask.htm>>.

Maryland

Sailor project overview see <http://www.sailor.lib.md.us/sailor/project_over.html>. Maryland has a marketing team and [toolkit for Maryland Ask Now! its virtual reference service](http://www.askusnow.info/partners/AUN-marketing.html) <<http://www.askusnow.info/partners/AUN-marketing.html>>.

Massachusetts

Massachusetts virtual catalog and subscription databases <<http://mblc.state.ma.us/>>. Includes brochure for home users regarding Gale databases <http://mblc.state.ma.us/books/magazine/gale_brochure.pdf>. Has a statewide public library public awareness campaign <<http://mblc.state.ma.us/advisory/pr/campaign/index.php>>. Includes help file to resolve access problems if using Internet Explorer with Norton Security firewall (and you get an "Internal Server Error" message) <http://mblc.state.ma.us/books/catalogs/vc/firewall_help.php>. MassAnswers <<http://www.massanswers.org/>> is virtual reference service.

Michigan

Access by Michigan library card, drivers license or state ID. Michigan eLibrary <<http://www.mel.org/>> including MeLCat <<http://elibrary.mel.org/search>>, MeLInternet <<http://web.mel.org/index.jsp>> with a range of pathfinders, MeLDatabases <<http://www.mel.org/screens/databasessubjects.html>> and MeL Help <<https://elibrary.mel.org/screens/melhelp.html>>. Michigan has an interesting program, Michigan Creative after School Experiences (MICASE) <<http://www.micase.org/>>. ANSWER Library Catalog <<http://35.9.2.51/search~S37>> is the state wide catalog and borrowing service, Ask A Librarian <http://www.michigan.gov/hal/0,1607,7-160-17449_18640_18659---,00.html>.

Minnesota

Electronic Library for Minnesota (ELM) <<http://www.elm4you.org/>> is the state's subscription database access point. ELM includes help <<http://www.elm4you.org/help.asp>>, ELM FAQs <<http://www.elm4you.org/faq.asp>> and database tutorials <<http://www.elm4you.org/faq.asp#moreHelp>>. MnLINK: Minnesota Library Information Network <<http://www.mnlink.org/>> consists of an integrated library system <<http://www.mnlink.org/prog-serv/ils/>> and the MnLINK Gateway <<http://www.mnlink.org/prog-serv/gateway/>>. WebPALS <<http://www.pals.msus.edu/webpals/>> includes information literacy tutorial <<http://www.pals.msus.edu/tutorial/>>, customer support eDesk <<http://www.pals.msus.edu/pals/palshelp/>>, various manuals <<http://www.pals.msus.edu/pals/docs/home.html>>.

Mississippi

MAGNOLIA <<http://nt.library.msstate.edu/magnolia/>> has sites for elementary <<http://library.msstate.edu/magnolia/Elementary/>>, middle <<http://library.msstate.edu/magnolia/MiddleSchool/>>, secondary school <<http://library.msstate.edu/magnolia/Secondary/>> students, lesson plans <<http://nt.library.msstate.edu/magnolia/lessonplans/index.htm>>, listserv <<http://nt.library.msstate.edu/magnolia/listserv.htm>>. MAGNOLIA has a Database

Documentation Center <<http://nt.library.msstate.edu/magnolia/documentation.htm>> containing instructional/promotional materials, order forms, contact information.

Montana

Montana Library Network <<http://montanalibraries.org/>> includes a statewide shared catalog and access to subscription databases. MLNCAT (has book mark, flyer, user guide) <<http://firstsearch.oclc.org/WebZ/FSPrefs?entityjsdetect=:javascript=true:screenize=large:sessionid=sp05sw09-33433-ehev5eo4-h79jpo:entitypagenum=1:0>>.

Nebraska

Nebraska Access <<http://www.nlc.state.ne.us/nebraskaccess/index.html>> includes FAQ, tutorial, listserv, librarian toolbox; see: <<http://www.nlc.state.ne.us/nebraskaccess/about.html>>. Librarian toolbox contains a range of promotional and marketing materials <<http://www.nlc.state.ne.us/nebraskaccess/toolbox/promotingdb.html>> and lesson plans <<http://www.nlc.state.ne.us/nebraskaccess/toolbox/lessonplans.html>> and database usage statistics <<http://www.nlc.state.ne.us/nebraskaccess/toolbox/statistics.html>>. Ask a librarian, via e-mail, <<http://www.nlc.state.ne.us/ref/askalibrarian.html>>.

New Hampshire

NHewLINK <<http://www.nhewlink.state.nh.us/>>, Ask a NH Librarian <<http://www.nh.gov/ask/index.html>>. Offers a good look at cost savings (see also Texas, TexShare Cost avoidance) NHewLINK is cost effective <<http://www.nhewlink.state.nh.us/cost.html>>: "There is no cost to local libraries and school to access these resources. The New Hampshire State Library's investment of \$220,670 provides these resources to more than 700 libraries and schools in the state. This represents *less than 10% of the total per library or school cost*, saving millions of dollars at the local level. See spreadsheet <<http://www.nhewlink.state.nh.us/cost.html#footnote1>>. Has IP authentication page for public libraries <<http://www.nhewlink.state.nh.us/libraries/iphelp.html>> and schools <<http://www.nhewlink.state.nh.us/schools/iphelp.html>>. Public library promotional materials <<http://www.nhewlink.state.nh.us/pr.html>> Public library promotional materials <<http://www.nhewlink.state.nh.us/pr.html>>, public school training opportunities <<http://www.nhewlink.state.nh.us/schools/training.html>>.

New Jersey

New Jersey Knowledge Initiative (NJKI) <<http://www.njki.org/about.php>> Includes: NJKI for Academic and State Library Staff <http://www.njstatelib.org/LDB/NJKI/NJKI_for_Academic_and_State_Library_Staff.pdf> Marketing plan. <<http://www.njstatelib.org/LDB/NJKI/>>; Complete List of Databases and license period <<http://www.njstatelib.org/LDB/NJKI/Database%20List.doc>>; NJKI business member registration form

<http://www.njstatelib.org/LDB/NJKI/NJKI_application_new_form.pdf>; NJKI presentation <<http://www.njstatelib.org/LDB/NJKI/NJKI%20ppt.ppt>>; NJKI Sample Search <<http://www.njstatelib.org/LDB/NJKI/NJKI%20Sample%20Search.ppt>>; NJKI Web Tutorial <<http://www.njstatelib.org/LDB/NJKI/NJKI%20Web%20Tutorial.ppt>>; NJKI for Public Library Staff <http://www.njstatelib.org/LDB/NJKI/NJKI_for_Public_Library_Staff.pdf>; and, NJKI Major Talking Points <http://www.njstatelib.org/LDB/NJKI/NJKI_Major_Talking_Points.doc>. Electronic resources <http://www.njstatelib.org/Electronic_Resources/> includes: database descriptions, how to sign up for access, how to get technical support <<http://www.njstatelib.org/LDB/Databases/index.php>>, Ask A Librarian <http://www.njstatelib.org/Ask_a_Librarian/> and JerseyCat <<http://www.jerseycat.org/>>. New Jersey recently obtained state funding for NJKI.

New York

New York Online Virtual Electronic Catalog (NOVEL) <<http://unix2.nysed.gov/gate/esubject.htm#NOVEL>> has toolkit <<http://www.nysl.nysed.gov/library/novel/toolkit/index.html>> (with brochures, logo, charts, graphs, fact sheets, presentations, etc.), listserv <<http://www.nysl.nysed.gov/library/novel/novel-l.htm>>. Has started (12/05) a promotion that allows access using NYS driver's license rather than library card <<http://www.nysl.nysed.gov/library/novel/promo/index.html>> similar to an earlier program stated by Michigan. Is conducting a federated search pilot (Webfeat <<http://www.webfeat.org/>>) <<http://www.nysl.nysed.gov/library/novel/pilot/index.html>>. Conducted in Fall 2002 a web based: Electronic Resources Needs Assessment Survey. See Analysis of Survey Responses <<http://www.nysl.nysed.gov/library/novel/survey.htm>>. Has a Selection, Acquisition, and Marketing Policy For a Statewide Approach to Electronic Resources <<http://www.nysl.nysed.gov/library/novel/acquisit.htm>>. An earlier report is: Regents Commission on Library Services, New York State Library, New York State Education Department. (2000, July). *Meeting the needs of all New Yorkers: Library service in the new century*, Final Report . <<http://www.nysl.nysed.gov/rcols>>. Offered \$1 million NOVEL Invitational Grants (9/04-5/05) to 62 NY library systems (only) to promote training and use, for lessons learned see: <<http://www.nysl.nysed.gov/library/novel/invgrant/index.html>>. Worth looking at for promotional and training ideas. Could be smaller in size and targeted to K-12 teachers. In the past half of use has been by academic libraries. Although 5,000 libraries registered to use NOVEL, 2,000 libraries are NOT using NOVEL-almost entirely school libraries. Have conducted training sessions with legislative (and governor's) staff suggest it be coupled with: testimonials from legislators, calls/letters from them to governor and legislative leaders in support of statewide databases (and current legislation if any) follow up by local libraries in districts.

Also of interest:

Fox, Linda <lfox@gw.neric.org>. NOVEL databases.
<<http://www.crbsls.org/novel/index.html>>.

Voorhees, Ann <avoorhees@caybooces.org>. Gale lesson plans. Syracuse, NY:
Cayuga-Onondaga BOCES. <<http://www.caybooces.org/iss/sls2003/lessons.htm>>.

North Carolina

NC Live <<http://www.nclive.org/authhome.phtml>> has a library resources section
<<http://www.nclive.org/libnrsrc.phtml>> with troubleshooting, FAQs, tutorials and publicity
(including listserv, online ordering of promotional material) sections.

North Dakota

North Dakota has a list of Online resources
<<http://ndsl.lib.state.nd.us/ElectronicResources.html>>, a searching guide
<<http://ndsl.lib.state.nd.us/Publications/OLRMan.pdf>> and a brochure
<<http://ndsl.lib.state.nd.us/Publications/onlinemagazines.html>>. See also Online Dakota
Information Network (ODIN) <<http://www.odin.nodak.edu/>>. Also has a "We Want Your
Story" <http://ndsl.lib.state.nd.us/We_Want_Your_Stories.rtf> MS Word document asking
for stories about successful use of state library resources. See also Iowa.

Ohio

There are three principal statewide initiatives: INFOhio, OhioLINK and OPLIN with a
new attempt to coordinate and pay (permanent state funding) for them: Library Connect
Ohio and its Ohio Web Library.

INFOhio <<http://www.infohio.org/>> serves children and has interfaces by grade (K-5, 6-
8, 9-12), core collection, online catalog, Ohio media resources (circulating K-12
educational materials) <<http://www.infohio.org/medianet/medianet.html>>, curriculum
resource catalog <<http://infohiocat.infohio.org/html/welcome.html>>, OH! Teach
(developed with OPLIN, provides linked information for Ohio's teachers, educators, and
school library media specialists) <<http://www.oplin.org/main.php?id=64&msg=>>> and has
curriculum content standards (designed to enable a librarian to locate an Ohio
Academic Content Standard at the grade level indicator)
<<http://www.infohio.org/librystaff/odeosic/>>. INFOhio also has a toolkit
<<http://www.infohio.org/Toolkit2005.html>> with lesson plans, homework helpers,
PowerPoint presentations <<http://www.infohio.org/FallUpdate2005/SlideLib.html>>
(including in service presentation discussion of how to link INFOhio to curriculum and
standards), parent outreach material, tools of administrators, guidance counselors,
library media staff, parents, teachers, and technology coordinators. The Electronic
Resource Vendor Preview Price List has password protected negotiated discounted
prices with 34 vendors, representing 150+ products. The INFOhio Toolkit Supply List
(promotional materials) <<http://www.infohio.org/FallUpdate2005/SupplyList.html>>
include a set of blank masters (flyer, bookmark, parent flyer and postcard and student
card) designed to get students and parents connected to INFOhio at the start of the

school year. Also has an order form to obtain commercially printed INFOhio promotional materials (bookmarks ER flyers, magnets and/or student cards). Also includes: calendar of events <<http://www.infohio.org/About/calendar.html>>, document library <<http://www.infohio.org/about/documents.html>> (clip art, progress reports, brochures, collection development policies), history <<http://www.infohio.org/About/history.html>>, organization <<http://www.infohio.org/about/organization.html>>, initiatives <<http://www.infohio.org/About/initiatives.html>> section for communication INFOhio objectives for the year, partners <<http://www.infohio.org/about/partners.html>>, listservs <<http://www.infohio.org/About/elist.html>> webmaster technical information <<http://www.infohio.org/Educator/WebmasterHelp.html>> (developed to assist building and district webmasters who are placing links to INFOhio's Core Collection of Electronic Resources) and FAQs for INFOhio's Core Collection of Electronic Resources <<http://www.infohio.org/ER/FAQ.html>>. MORE <<http://winslo.state.oh.us/more/moreindex.html>> is Ohio's resource sharing system.

Ohio Public Library Information Network (OPLIN) <<http://www.oplin.lib.oh.us/home.php?a=&msg=>>> includes interfaces for kids, OHKids, <<http://www.oplin.lib.oh.us/ohkids/index.htm>>, teens, OH!Teens <<http://www.oplin.lib.oh.us/teenhome.php>>, and <<http://www.oplin.lib.oh.us/main.php?Id=64&msg=>>> teachers, OH!Teach. OPLIN "mission is to ensure that all Ohio residents have fast, free public Internet access throughout the state, as well as the use of high-quality research databases not freely available on the World Wide Web...through Ohio's 251 independent local public libraries." Includes a What is OPLIN brochure <<http://www.oplin.lib.oh.us/oplin/training/WhatIsOPLIN.pdf>> for new library directors. OPLIN has a database usage reporting tool <<http://www.oplin.lib.oh.us/odurt/report.php>> and FAQ <<http://www.oplin.lib.oh.us/page.php?Id=62-67-338-1278&msg=>>>. OPLIN submits biannual reports to the legislature <<http://www.oplin.lib.oh.us/page.php?Id=62-4-229&msg=>>>.

Ohio Library and Information Network (OhioLINK) <<http://www.ohiolink.edu/>> "is a consortium of Ohio's college and university libraries and the State Library of Ohio. Serving more than 600,000 students, faculty, and staff at 85 institutions, OhioLINK's membership includes 17 public universities, 23 community/technical colleges, 44 private colleges and the State Library of Ohio" see About <<http://www.ohiolink.edu/about/what-is-ol.html>>. OhioLink has an introductory video <<http://dmc.ohiolink.edu:8080/ramgen/Pub/ohiolink.rm>>. Publications <<http://www.ohiolink.edu/about/publications.html>> include annual reports, brochures and newsletters. There is a Share Your OhioLINK Story form <<http://www.ohiolink.edu/about/share-story.html>>. Look for the staff section <<http://www.ohiolink.edu/ostaff/>> contains an OhioLINK store <<http://www.ohiolink.edu/ostaff/marketing/store.html>>, polices and a OhioLINK Marketing Toolkit <<http://www.ohiolink.edu/ostaff/marketing/>> which includes a Communication Plan Workbook & OhioLINK Plan <<http://www.ohiolink.edu/ostaff/marketing/#workbook>> and an extensive list of

resources <<http://www.ohiolink.edu/ostaff/marketing/resources.html>>. Virtual reference service is KnowItNow <<http://www.knowitnow.org/>>.

Initiatives to Watch: LSTA funded (\$1.16 million per year for five years) and Ohio library organization funded (INFOhio, OhioLINK and OPLIN—provide an additional \$2.9 million in state funds each year from their current budgets) Library Connect Ohio <<http://www.librariesconnectohio.org/about.htm/>> and its Ohio Web Library <<http://www.ohioweblibrary.org/>>. LCO “is a partnership of Ohio libraries and library organizations working together to provide a core collection of information resources and library services to all Ohioans.”⁷⁶ Estimate it will take \$8-10 million annually to fund. For strategic plan, see <<http://www.librariesconnectohio.org/PR/LCOfundcommplanweb.pdf>>. Promotional material can be found at <<http://www.librariesconnectohio.org/promo.htm>>.

Pennsylvania

The Commonwealth Library’s (Pennsylvania) electronic library consists of two parts:

- **Access Pennsylvania Database** <<http://www.accesspa.state.pa.us/>>: started in 1985 as a way to provide a union catalog across the State of Pennsylvania. It was the first and remains the largest statewide union catalog that includes the holdings of all types of libraries. As of July 1, 2005, 2,875 school, public, academic and special libraries participate including 100% of Pennsylvania’s school districts.⁷⁷ Allows direct patron borrowing from other participating libraries. See the *Access Pennsylvania Database Manual* <<http://205.247.101.10/>>.
- **Power (Pennsylvania Online World of Electronic Resources) Library:** <<http://www.PowerLibrary.net>> various databases (including EBSCOhost, SIRS Discoverer, Grove's Dictionaries, eLibrary Elementary (formerly Bigchalk), AccuNet/AP Archive, Gale Group, Searchasaurus, and Poem Finder) available to state government, Department of Education, State Library, schools, libraries, and Pennsylvania library card holders.
- **Virtual Reference Librarian** and Online Reference Expert system at Shippensburg University Library and the Adams County Library System and the Cumberland County Library System <http://ship.cb.docutec.com/vrlplus/vrl_entry.asp>.

⁷⁶ LCO launched in July 2002, after many years of planning, with 22 databases from EBSCO Publishing. In 2003, more resources were added thanks to a Library Services and Technology Act Grant. The LSTA grant provides \$1 million per year for five years. The LCO sponsors provide an additional \$2.9 million in funds each year. Today, LCO contains: AccessScience, the AMICO Library, Annuals of American History, Britannica Encyclopedias (3), 24 databases from EBSCO Publishing, 14 literature databases from ProQuest/Chadwyck-Healey, NewsBank Newspapers, Ohio Landsat7 Satellite Images, Oxford Reference Online Premium Collection and the Sanborn Fire Insurance Maps. However, Ohioans have limited knowledge of the Ohio Web Library and the benefits of using verifiable, library-quality information.” From (2005, June). Funding and communication plan. <<http://www.librariesconnectohio.org/PR/LCOfundcommplanweb.pdf>>.

⁷⁷ About Access Pennsylvania <<http://www.accesspa.state.pa.us/>>.

Access to the electronic library requires a Pennsylvania library card (a barcoded card obtained at any local public library which can also be used at most public libraries throughout the state).

Marketing

Examples of Pennsylvania marketing efforts include:

- **Postcards:** keyed to school administrators, language arts, mathematics, science and social studies
<<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=15&q=116245>>. Contact: John Emerick <jalbright@casdfalcons.org>, Chief, Division of School Library Services, (717) 783-9192
- **You've got the power** brochure: (2004)
<http://www.statelibrary.state.pa.us/libraries/lib/libraries/PowerBrochure2004_PDF.pdf> providing information on the POWER databases and getting started in their use.
- **Expand your power:**
<http://www.statelibrary.state.pa.us/libraries/lib/libraries/Expand_Your_Power_Broch.pdf>. An information literacy brochure discussing different types of information resources available.

Examples of local public library. web-based, introductions to the POWER library include Beaver County Public library System
<<http://www.beaverlibraries.org/POWERLibrary.htm>> and Horsham Township Library
<http://htl.mclinc.org/On_line_resources.html>.

Training

Examples of Pennsylvania training efforts include:

- **POWER Library Training I and INFORMATION INSTITUTE for Public Librarians and School Library Media Specialists:** Designed to provide practical, hands-on training in the use of the databases in the POWER Library. Training is directed to two groups of information service providers: public and school librarians who have a common mission of promoting information literacy.
- **Expand Your Power: Information Literacy:** Developed to address the needs of educators to discriminate among electronic resources when adopting their use in instruction and curriculum development, delineating best research practices and differentiating the advantages and disadvantages of various electronic resources, and become better equipped to design assignments that will enable students to become more proficient information seekers and users.

Eligibility

In Pennsylvania, Public school libraries are eligible to join if their public school district has at least one school library on the Access Pennsylvania database. Private school libraries are eligible to join if they are on the Access Pennsylvania database. Public libraries are eligible to join if they participate in the Access Pennsylvania statewide card program. Both school and public libraries must make specific plans to cooperate with each other. See Pennsylvania application form Appendix X.

Contact: Lynn Moses <lmoses@state.pa.us> School Library Development Advisor, PA Department of Education, Division of School Library Media Services, 333 Market Street, Harrisburg, PA 17126-0333 Phone: (717) 783-9547 Fax - (717) 783-5420.

Rhode Island

Offers a Follett base "union catalog of school media materials," Rhode Island Information Network for Kids (RILINK) <<http://www.rilink.org/>>. The Cooperating Libraries Automated Network (CLAN) <<http://www.rilibrary.net/>> offers a statewide network including high speed Internet access, Horizon catalog and Gale databases.

South Carolina

DISCUS <<http://www.state.sc.us/scsl/discus/school.html>> is South Carolina's virtual library and has a kids interface. DISCUS Toolbox <<http://www.scdiscus.org/toolbox.html>> includes: training <<http://www.scdiscus.org/training.html>> and promotional materials <<http://www.scdiscus.org/promotion.html>>.

The South Carolina ETV Commission's KnowItAll.org <<http://www.knowitall.org/kiaccontent/toolsForEd.htm>>, an ALA great site for kids, offers interesting, grade level scavenger hunts, word find, maze, connect the dots, coloring page and crossword puzzles to get to know its commercial pre-teen site.

South Dakota

The South Dakota State Library <<http://www.sdstatelibrary.com/index.htm>> offers a site for kids <<http://www.sdstatelibrary.com/forkids/index.htm>> and teens <<http://www.sdstatelibrary.com/TeenCenter/index.htm>>, Ask a Librarian <<http://www.sdstatelibrary.com/sdsl/research.htm>> and various statewide licensed databases <<http://www.sdstatelibrary.com/forlibrarians/licenses/index.htm>> includes links to available vendor support material.

Tennessee

Tennessee Electronic Library (TEL) <<http://access.gale.com/tel2/>>. The Tennessee State Library <<http://www.tennessee.gov/tsla/>> has an interesting way of allowing you to use its Gale databases (assuming you are in a Tennessee library), first you identify your

county (by map or list) then library. Home use? Has a Tennessee Library Card program <<http://www.tennessee.gov/tsla/lps/tnlibcard.htm>>.

Texas

Digital Knowledge Central <<http://dkc.esc20.net/>> “provides Texas participating schools with a robust collection of current, relevant, online resources.” The training <<http://dkc.esc20.net/training.htm>> section offers a DKC toolkit <<http://dkc.esc20.net/starterkit.htm>> (brochures, flyers, password cards, help guides, and how to set up your computer) and training materials <<http://dkc.esc20.net/trainingmats.htm>> (containing vendor support materials). There is a DigiKnow listserv <<http://dkc.esc20.net/digiknow.htm>> and curriculum connections <<http://dkc.esc20.net/currconnection.htm>>.

TexShare <<http://www.texshare.edu/>>. TexShare databases <<http://www.texshare.edu/programs/academicdb/databaseinfo.html>> conducts an annual survey <<http://www.texshare.edu/programs/academicdb/databaseinfo.html>> to identify potential new databases for inclusion. Has: a list of current core databases <<http://www.texshare.edu/programs/academicdb/databasesfy2006.html>>, database guides and tutorials <<http://www.ischool.utexas.edu/%7Etexshare/>>, outreach materials <http://www.texshare.edu/outreach_materials.html> (anecdote form, brochures, flyers, bookmarks, posters) library instruction materials including an introduction directed to rural libraries (Bridge to TexShare for Small/Rural libraries <<http://www.ischool.utexas.edu/~bridge/>>) <<http://www.texshare.edu/bridge/mainpage.html>>, an anecdotes page <<http://www.texshare.edu/map/anecdotes.html>> with TexShare anecdotes, and a toolkit <<http://www.texshare.edu/toolkit/index.html>>. Texzine <<http://www.texshare.edu/newsletter/tezine/>> is a blog devoted to TexShare. Various statistics can be found at <<http://www.texshare.edu/memberinfo/statistics/>>. Database usage statistics <<http://www.texshare.edu/statistics/databases/index.html>> includes “how to get statistics from database vendors, and how libraries using a customized gateway can view their usage statistics.” A useful set of statistics is the Costs avoided by local libraries due to the TexShare Database Program page <<http://www.texshare.edu/programs/academicdb/costavoidance.html>>. Contact: Beverly Shirley <bshirley@tsl.state.tx.us>. See also New Hampshire. *Senate Bill 483 TSLAC – ESC-20 Partnership Frequently Asked Questions* <http://www.texshare.edu/K-12/faq_escpartnership.2006-01-02.doc> discusses relationship between the K-12 education community and providing TexShare access to K-12 community along with allowing schools in on group purchasing of databases.

Additional Sites

ALA. ALSC. Great sites for kids. <<http://www.knowitall.org/index.htm>> offers Great Web Sites for Kids Selection Criteria <<http://www.ala.org/ala/alsc/greatwebsites/greatwebsitesforkids/greatwebsites.htm>> and a survey

<http://www.ala.org/ala/alsc/greatwebsites/gwssurvey/Great_Web_Sites_for_Kids_Survey.htm> worth a look. One of its recommended sites is Seminole County (Fla.) Library Kids' Page <<http://www.scpl.lib.fl.us/kids/>>.

The Library of Texas <<http://www.libraryoftexas.org/>> allows Texas library card holders to search library catalogs at more than 65 public libraries, 25 research libraries and to search more than 40 paid databases.

Utah

Public Pioneer <<http://pioneer.utah.gov/>> provides access to a statewide catalog, subscription databases, state government locator, recommended web sites, and Utah heritage materials. Nevada state universities participate in the Pioneer project. The guide page <http://pioneer.utah.gov/guide_to_pioneer/index.html> contains tutorials, <http://pioneer.utah.gov/guide_to_pioneer/tutorials.html>, FAQs, brochures, PSAs, tips, and graphics. There is also a K-12 Schools Pioneer <<http://pioneer.uen.org/K-12/index.jsp>>.

Washington

Does not offer subscription databases. Does offer a database licensing program at reduced rates <<http://www.secstate.wa.gov/library/libraries/projects/sdl/>>. There is a statewide library marketing project <<http://www.secstate.wa.gov/library/libraries/projects/marketing/>>.

Wisconsin

Badgerlink <<http://www.badgerlink.net/>> training and documentation page <<http://www.badgerlink.net/training.html>> contains vendor training information. There is a FAQ <<http://www.badgerlink.net/faq.html>> and a BadgerLink Promotion and Branding page <<http://www.badgerlink.net/promote.html>>. WISCA <<http://www.wiscat.net/agent/login.asp?cid=stwi&lid=stwi&mode=g>> is their statewide catalog.

Wyoming

GoWYLD.net <<http://gowyld.net/index.html>> and kids site <<http://gowyld.net/wyoming/wykids.html>> includes tutorials <<http://gowyld.net/tutorials.html>> and handouts <<http://www-wsl.state.wy.us/training/handouts.html>>. WYLDCAT <<http://wyld.state.wy.us/>> is the statewide libraries catalog.

Resources

Fuller, Dan. (2005). K-12 statewide virtual library links. San Jose, CA: San Jose University, School of Library and Information Science. <<http://www.lmcsources.com/tech/onlinedb.htm>>.

Indiana Cooperative Library Services Authority (INCOLSA). Inspire, net: Other statewide virtual libraries. <<http://www.inspire.net/otherstates.html>>.

LSTA Evaluation

Instructions

Please choose the answer that best represents your experience. Further comments may be included in the open ended questions in each section.

Statewide Grants

Over the last 5 years, LSTA has funded a number of statewide projects designed to improve access to print, electronic and non-print library resources and develop new skills for library related staff. The electronic information programs are being specifically evaluated by Ryan Information Management. . Some of the other specific projects are listed below.

Please indicate the value of the programs to the library, library staff or the community you represent.

1. CONTINUING EDUCATION - Provides support for continuing education and training opportunities for librarians, library staff, and trustees. Also, includes the Library Institute programs, registration reimbursement, and travel support to CE workshops.

- High Value
- Moderate Value
- Neutral
- Limited Value
- No Value
- Unsure - not familiar with the program

2. TALKING BOOKS - Supports staff, materials, and recording of unique Nevada print materials for the Nevada Talking Books Program.

- High Value
- Moderate Value
- Neutral
- Limited Value

- No Value
- Unsure - not familiar with the program

3. SUMMER READING PROGRAM - Supports training, library activities and materials for local summer reading programs in public libraries.

- High Value
- Moderate Value
- Neutral
- Limited Value
- No Value
- Unsure - not familiar with the program

4. EARLY READING & LITERACY PROGRAMS - Supports reading programs including El dia de los ninos, the 3rd Grade Initiative, and family literacy programs.

- High Value
- Moderate Value
- Neutral
- Limited Value
- No Value
- Unsure - not familiar with the program

5. TELL US MORE: How did your community or library benefit from any of these projects?

(Provide up to three responses.)

	▲
	▼
◀	▶
	▲
	▼
◀	▶
	▲
	▼
◀	▶

Competitive Grants

The Nevada State Library and Archives distributes more than \$ 700,000 each year in LSTA funding through the competitive grant process. This includes grants to individual public libraries, consortia, school, academic and special libraries.

6. Did you apply for LSTA funding in any category of competitive grants (mini-grants, innovative or competitive)?

- Yes
- No

7. The application guidelines were clear and understandable:

- Strongly Agree
- Somewhat Agree
- Not Sure
- Somewhat Disagree
- Strongly Disagree

8. The proposal form was easy to use:

- Strongly Agree
- Somewhat Agree
- Not Sure
- Somewhat Disagree
- Strongly Disagree

9. The grant workshops provided useful information:

- Strongly Agree
- Somewhat Agree
- Not Sure
- Somewhat Disagree
- Strongly Disagree

10. The application forms are easy to use:

- Strongly Agree
- Somewhat Agree
- Not Sure

- Somewhat Disagree
- Strongly Disagree

11. The electronic application submission was easy to do:

- Strongly Agree
- Somewhat Agree
- Not Sure
- Somewhat Disagree
- Strongly Disagree

12. Reporting requirements for a grant are clear:

- Strongly Agree
- Somewhat Agree
- Not Sure
- Somewhat Disagree
- Strongly Disagree

13. Library Development follow-up on grant writing/grant reporting is helpful:

- Strongly Agree
- Somewhat Agree
- Not Sure
- Somewhat Disagree
- Strongly Disagree

14. Does anything discourage you from applying for an LSTA funded grant?

(Select all that apply.)

- I am not involved in grant applications at my library
- I did not know if the library is qualified to apply for grants.
- The library does not have the staff or resources to handle a grant project.
- I don't have time to apply.
- No experience in writing grants.
- The applicaiton process is too complex.
- Grants have too many administrative requirements to follow.

Other:

15. How can the grants program be change/improved to make it more effective for you?

16. Please indicate if you would like additional grant related support or assistance.

(Select all that apply.)

- Grant Writing
- Project management of grants
- Information of state and federal guidelines for grants
- I do not need any additional support of assistance
- Other:

17. TELL US MORE: For competitive grants your library has received, how has LSTA funding helped you meet a local need for service(s)?

18. TELL US MORE: Would the library have been able to address or meet that need without LSTA funds?

19. TELL US MORE: Did you produce a report, brochure, webpage or any other promotional material that described the project?

Other LSTA Issues

For the following, rate the relative significance or appropriateness of these components of the Nevada LSTA grant process.

20. Two step application process: proposal and grant application.

- Excellent
- Good
- Average/Neutral
- Fair
- Poor

21. Options for different size grant categories

- Excellent
- Good
- Average/Neutral
- Fair
- Poor

22. Timetable for grant cycle

- Excellent
- Good
- Average/Neutral
- Fair
- Poor

23. Independence and fairness of State Council on Libraries and Literacy in rating grants

- Excellent
- Good
- Average/Neutral
- Fair
- Poor

24. Emphasis on innovation

- Excellent

- Good
- Average/Neutral
- Fair
- Poor

25. Relevancy and usefulness of LSTA Information on the website

- Excellent
- Good
- Average/Neutral
- Fair
- Poor

26. Ease of navigating the NSLA website for LSTA information

- Excellent
- Good
- Average/Neutral
- Fair
- Poor

27. TELL US MORE: Please comment on any of the items listed above (or other LSTA issues of importance to you)

Demographics

28. Indicate the kind of library you represent:

- Academic Library
- Public Library
- School Library
- Special Library

Other (specify):

29. Indicate your position in the library:

- Library Director
- School library/media specialist
- Reference/public services librarian
- Children's/youth service librarian
- Cataloger/technical services librarian
- Technology specialist/coordinator
- Support staff
- Trustee
- Other (specify):

30. Indicate the response that best reflects the number of paid staff in the library (in full-time equivalents or FTEs):

- Less than 1.00 FTE
- 1.01 - 2.0 FTE
- 2.01 - 3.00 FTE
- 3.01 - 5.00 FTE
- 5.01 - 10.00 FTE
- 10.01 - 20.00 FTE
- Over 20 FTE

31. Indicate the response that best reflects the budget for books, audio-visual materials, electronic and non-print materials:

- Under \$1,000
- \$1,001 - \$5,000
- \$5,001 - \$10,000
- \$10,001 - \$20,000
- \$20,001 - \$35,000
- \$35,001 - \$50,000
- \$50,001 - \$100,000
- \$100,001 - \$200,000

- Over \$200,000
- Does not apply

[Submit Your Responses](#)

[Reset All Responses](#)

Grant products?

Competitive TELL US MORE:
Competitive TELL US MORE:
Competitive TELL US MORE:

Competitive TELL US MORE:
Competitive TELL US MORE:
Competitive TELL US MORE:
Competitive TELL US MORE:

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Competitive TELL US MORE:
Competitive TELL US MORE:

For Virtual Reference we have various promotional products and we have done numerous workshops and present <http://www.hdpi.org/bookmobile.html> There will also be information on the web about other LSTA projects currently. I did not apply for any of the grants. That is why I did not answer the other questions. I am sure the grant workshop

n/a

N/A

n/a

Newspaper article

No

No (other than the LSTA reports).

Not in a published format.

Not yet.

Report

Some of the libraries have been publicizing the upgrades in their newsletters. Students, teachers, and parents have. We advertised it in the newspaper & posted signs around town to advertise the grants.

yes

Yes

Yes, a report

tations on the project.
y in progress.
ps are very helpful, but

ve access to the school

Library Type

Academic

Demographics Indicate the Academic Library 1
1

Public

Demographics Indicate the Public Library 2
Demographics Indicate the Public Library 2
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22

School

Demographics Indicate the School Library 3
Demographics Indicate the School Library 3
Demographics Indicate the School Library 3
Demographics Indicate the School Library 3
Demographics Indicate the School Library 3

5

Special

Demographics Indicate the Special Library 4
Demographics Indicate the Special Library 4
Demographics Indicate the Special Library 4
Demographics Indicate the Special Library 4
Demographics Indicate the Special Library 4
Demographics Indicate the Special Library 4
Demographics Indicate the Other (specify): 5
Demographics Indicate the Other (specify): 5

8

1 NSLA
1 State library

Comments

- Other | TELL US MORE: All of the necessary forms should be on the web site, not just selected ones.
- Other | TELL US MORE: Council makeup is not familiar with library needs in the rural areas. Council is not
- Other | TELL US MORE: Grant topics that are deemed very relevant to an individual library are seen as
- Other | TELL US MORE: I'm concerned that this money could be used to provide significant benefits to the
- Other | TELL US MORE: In questions 20-26, need an option for "does not apply" or "not used".
- Other | TELL US MORE: New evaluation forms need to be updated & posted every year such as the 6 mo
- Other | TELL US MORE: no comment
- Other | TELL US MORE: Sometimes a little slow getting the information updated. Would like to see an ab
- Other | TELL US MORE: The community of Tonopah and surrounding area have a lot more in our invento
- Other | TELL US MORE: The LSTA information is buried on the Web site. I had to search in several differ
- Other | TELL US MORE: The only reason 20 & 22 were not checked excellent is because I work around a
- Other | TELL US MORE: The reporting timing is poor. We are asked to report on projects that have just b

not impartial when ranking LSTA grants for those rural areas.

unimportant but the reviewers and/or Council.

in rural population, but their small libraries don't have the resources to administer projects. Meanwhile, so

1. evaluation form.

revised copy of the successful grants posted so we know what's going on with other libraries, and for increase
in their library from LSTA grants. Two librarians have received their certification through the CE program
in rural areas before I finally found it. I did that several times before finally bookmarking it.

1. school year schedule that is not always compatible with other fiscal schedules.

begin as though they were complete.

ome of the funded projects just aren't that great, e.g. in-state

experienced grant writers to get an idea of what to pursue, and how su
rams offered. Children and parents have enjoyed the SRP

The Technology CLE was a good training event for librarians on staff who were new.

Training more librarians for the future. Keeps current librarians and paraprofessionals aware of changes in the field.

Continuing education has been difficult to get in a less populated state. Statewide grants for this purpose is always helpful.

Continuing education funds have benefitted myself, as I have attended many workshops funded by LSTA and other grants.

The travel to training money was of benefit to the staff since our library had no travel funds. So staff was able to attend training.

Continuing education for staff is a great benefit in doing our job faster & more efficiently & providing the funds to attend training.

CE availability within the state of Nevada is a boon for us because our travel budget is so skimpy.

The continuing education is very important and appreciated. The online courses are very helpful for us in the rural library.

Rural library. Assistance with training opportunities is very important.

Continuing Education: We were able to use travel funds to attend a training workshop. However, the process for getting the funds was difficult.

I was able to travel for training.

CE - helpful, but would be better to fund sending staff to out-of-state functions at times. Also, in my opinion, the state should provide more funding for CE.

Staff training is very important for their continued development.

As a brand new library assistant, I would put continuing education very far up at the top of my priorities.

We were able to utilize the travel to training funds to attend NLA but the process was very arduous. Forms were difficult to complete.

tion for our patrons.
rd vendors.

ld.

ys welcome for our staff.

ne of my staff members got her library degree from UNT with support from LSTA funding.

participate in training in other parts of the state.

do this makes it possible.

al areas. It saves us mile, time away from our own libraries and wear and tear on these old bones. (At le

r reimbursement was extremely difficult and lengthy. Some branch personnel were refused funds althou

state has allowed some highly questionable manipulation of this program to use funds for ineligible purpc

not updated at the site so multiple forms had to be completed.

ast for me)

gh they met the requirement.

ses.

Funding of NV State Goals

<u>FFY</u>	<u>Goal #1</u> <u># of grants</u>	<u>Goal #1</u> <u>\$</u>	<u>Goal #2</u> <u># of grants</u>	<u>Goal #2</u> <u>\$</u>	<u>Goal #3</u> <u># of grants</u>	<u>Goal #3</u> <u>\$</u>
03	26	\$1,000,003.00	1	\$659.00	4	\$138,700.00
04	34	\$1,222,894.00	0	\$0.00	3	\$92,000.00
05	21	\$1,090,300.00	1	\$1,972.00	1	\$72,900.00
06	24	\$1,199,382.00	2	\$7,698.00	2	\$96,000.00
TOTAL	105	\$4,512,579.00	4	\$10,329.00	10	\$399,600.00
		75.69%		0.17%		6.70%

Goals from the 2003 - 2007 Nevada State Plan*

- Goal 1- Equitable Access - Information Access for all Nevadans
- Goal 2 - Raising Public Awareness of Libraries
- Goal 3 - Increasing Professionalism of Library Staff
- Goal 4 - Preservation of Nevada's Resources
- Goal 5 -LSTA and Library Leadership

*developed under a contract with Himmel & Wilson consultants

<i>Goal #4</i>	<i>Goal #4</i>	<i>Goal #5</i>	<i>Goal #5</i>	
<u># of grants</u>	<u>\$</u>	<u># of grants</u>	<u>\$</u>	
5	\$65,738.00	5	\$117,920.00	
1	\$45,000.00	3	\$101,453.00	
6	\$266,550.00	4	\$111,217.00	
4	\$146,152.00	5	\$185,020.00	
16	\$523,440.00	17	\$515,610.00	\$5,961,605.00
	8.78%		8.65%	

2003

Grant Awards by Library Type

	<u>Applications Submitted</u>	<u>Amount Requested</u>	<u># of Grants Funded</u>
Public	42	\$465,237.00	20
School	1	\$5,000.00	1
Special	0	\$0.00	0
Academic	1	\$4,855.00	1
Consortia	0	\$0.00	0
Statewide/NSLA			10
Regional	3	\$166,590.00	3

Amount Awarded

\$392,247.00

\$5,000.00

\$0.00

\$4,855.00

\$0.00

\$593,200.00

\$166,590.00

Geographic distribution

FEDERAL FISCAL YEAR

October 1, 2003 through Septeml

2004

<u>GRANT</u>	<u>NAME</u>	<u>AMOUNT</u>	<u>County</u>
04-2	Carson City - Computer Access	\$2,530.00	Carson City
04-16	Carson City Lib - Middle School	\$4,597.00	Carson City
04-18	Carson City School District	\$49,037.00	Carson City
04-3	Churchill Co - Audio Books on CD	\$5,000.00	Churchill
04-6	Henderson - Reading w Rover	\$5,000.00	Clark
04-10	N Las Vegas - Literacy LeapPad	\$4,450.00	Clark
04-22	Henderson Distr - Language ESL	\$16,600.00	Clark
04-23	Henderson Distr - Mobile Outreach	\$55,000.00	Clark
04-24	LV-CCLD - Storytime Team	\$71,740.00	Clark
04-33	N Las Vegas - Virtual Classroom	\$17,700.00	Clark
04-42	LV-CCLD - Library w/o Walls	\$36,000.00	Clark
04-4	Douglas Co - Early Literacy Materical	\$5,000.00	Douglas
04-5	Elko - AR Reading Program	\$4,829.00	Elko
04-21	Elko - Centralized Delivery	\$21,200.00	Elko
04-15	CO Bastian HS - Library Lab	\$30,300.00	Lincoln
04-7	Lyon Co - Summer Reading	\$5,000.00	Lyon
04-25	Lyon Co - Smith Valley Opening	\$50,000.00	Lyon
04-8	Mineral Co - Large Print/audio	\$3,000.00	Mineral
04-1	Beatty Library - Saturday Matinee	\$4,170.00	Nye
04-12	Tonopah Lib - Educate the Child	\$2,194.00	Nye
04-11	Pershing Co - Easy Reader	\$4,477.00	Pershing
04-34	Storey Co School - K-8 pt 2	\$15,090.00	Storey
04-13	Washoe Co School - choose	\$5,000.00	Washoe
04-20	Washoe Co School - Duncan-T	\$13,494.00	Washoe
04-26	NV Hist Soc - Lib Cataloging	\$45,000.00	Washoe
04-35	Washoe Co Law - Law Books to Public	\$6,000.00	Washoe
04-36	Washoe Co Lib - Public Computers	\$30,000.00	Washoe
04-37	Washoe Co -Specialized Collection	\$50,000.00	Washoe
04-14	White Pine Co - Story on CD	\$4,800.00	White Pine
04-27	Sub-regional	\$156,910.00	Regional
04-29	Statewide Bookmobile Support	\$26,000.00	Regional
04-9	Continuing Education/Institute	\$70,000.00	Statewide
04-17	NSLA - Travel to Training	\$20,000.00	Statewide
04-19	Information Nevada	\$7,600.00	Statewide
04-31	Literacy - Statewide Adult Learners	\$34,500.00	Statewide

04-32	Statewide Databases	\$362,676.00	Statewide
04-38	NLA - Scholarships	\$5,000.00	Statewide
04-39	Statewide Pub Stats	\$11,000.00	Statewide
04-40	NSLA - Statewide Youth Services	\$25,000.00	Statewide
04-41	LV-CCLD - E-Reference	\$85,000.00	Statewide

ber 30, 2005

Geographic distribution

		FEDERAL FISCAL YEAR	
2005		October 1, 2004 through Septeml	
<u>GRANT</u>	<u>NAME</u>	<u>AMOUNT</u>	<u>County</u>
05-1	Churchill Co - Hispanic Storytime	\$5,000.00	Churchill
05-4	Henderson - Young Scientist	\$5,000.00	Clark
05-6	NV State Mus - Las Vegas Lives	\$4,956.00	Clark
05-8	N Las Vegas - Culture @ Library	\$4,900.00	Clark
05-14	UNLV - Strategic Partners	\$3,000.00	Clark
05-15	Boulder City - Satellite Senior	\$25,000.00	Clark
05-16	Henderson - Remote Senior Lib	\$48,000.00	Clark
05-20	LV-CCLD - LineBusters	\$120,000.00	Clark
05-22	N Las Vegas - Opening Day	\$95,000.00	Clark
05-23	NV State Museum (LV) - Cataloging	\$47,332.00	Clark
05-3	Elko Co Schools - Pump Up	\$4,000.00	Elko
05-17	Lincoln Co - Bookmobile	\$40,000.00	Lincoln
05-5	Lyon Co - Dragons/SRP	\$5,000.00	Lyon
05-10	Nye Co Schools - High School Developm	\$5,000.00	Nye
05-11	Pershing Co - Marketing Library	\$1,972.00	Pershing
05-7	NV Hist Soc - Manuscript Cataloging	\$4,752.00	Washoe
05-12	UNR Oral - NV Voices	\$4,900.00	Washoe
05-31	Washoe Co Lib - Improved Service	\$44,150.00	Washoe
05-2	NSLA/UNR - Vet's History	\$11,273.00	Clark/Washoe
05-27	Sub-regional	\$144,800.00	Regional
05-29	Statewide Bookmobile Support	\$26,000.00	Regional
05-9	Continuing Education/Institute	\$72,900.00	Statewide
05-13	NSLA - Talking Books/Recording	\$22,700.00	Statewide
05-18	NSLA - Legislative Hotline	\$17,000.00	Statewide
05-19	Information Nevada	\$7,800.00	Statewide
05-21	NSLA - Digital Library	\$193,337.00	Statewide
05-24	LVCCLD - NV Virtual Reference	\$109,000.00	Statewide
05-25	NLA - Scholarships	\$6,000.00	Statewide
05-26	NSLA - Family Reading Program	\$58,950.00	Statewide
05-32	Statewide Databases	\$300,000.00	Statewide
05-33	Statewide Public Library Stats	\$11,500.00	Statewide

ber 30, 2006

Geographic distribution

FEDERAL FISCAL YEAR
October 1, 2005 through Septeml

2006

<u>GRANT</u>	<u>NAME</u>	<u>AMOUNT</u>	<u>County</u>
06-10	Carson City - Self Check	\$13,500.00	Carson City
06-11	Carson City SD - Pioneer	\$75,000.00	Carson City
06-37	NSLA - Emergency UPS	\$15,946.00	Carson City
06-3	Churchill - Digital Microfilm Rea	\$5,000.00	Churchill
06-15	HDPL - Downloadable Books	\$50,500.00	Clark
06-16	HDPL - Get Real	\$7,420.00	Clark
06-17	HDPL - Remote Library	\$25,000.00	Clark
06-20	NLV - Gathering Place	\$19,500.00	Clark
06-34	LVCCLD - Homework Demo	\$100,000.00	Clark
06-4	Douglas - LeapFrog Project	\$4,400.00	Douglas
06-5	Elko Co SD - Reference/Spring	\$4,393.00	Elko
06-12	Elko - Spanish Center	\$10,000.00	Elko
06-14	Elko County SD - Destiny	\$65,000.00	Elko
06-18	Lyon Co - Books 24/7	\$26,000.00	Lyon
06-1	Beatty - Internet Connections	\$4,180.00	Nye
06-6	Tonopah - Scanner for Service	\$2,187.00	Nye
06-7	UNR - Oral History Anthologies	\$4,672.00	Washoe
06-23	Washoe Co - Increased Access/Reno	\$75,000.00	Washoe
06-8	White Pine - Library Marketing	\$2,699.00	White Pine
06-24	White Pine - Historic Newspapers	\$28,560.00	White Pine
06-2	CLAN - CLAN 25th Anniversar	\$4,999.00	Regional
06-27	Sub-regional	\$177,500.00	Regional
06-29	Statewide Bookmobile Support	\$26,000.00	Regional
06-9	Continuing Education/Institute	\$90,000.00	Statewide
06-13	NSLA - Recording Project	\$38,900.00	Statewide
06-19	Information Nevada	\$7,500.00	Statewide
06-21	NSLA - Sarah Winnemucca	\$56,920.00	Statewide
06-22	NSLA - State Publications	\$51,000.00	Statewide
06-25	NLA - Scholarships	\$6,000.00	Statewide
06-26	NSLA - Family Reading Program	\$46,250.00	Statewide
06-31	LVCCLD - Virtual Reference	\$90,374.00	Statewide
06-32	Statewide Databases	\$300,000.00	Statewide
06-33	Statewide Public Library Stats	\$12,650.00	Statewide
06-35	NSLA - LSTA Evaluation	\$50,000.00	Statewide
06-36	NSLA - LSTA State Plan	\$25,000.00	Statewide

06-38

Statewide - Exploring NV

\$14,832.00

Statewide

I

ber 30, 2007

Geographic distribution

		FEDERAL FISCAL YEAR	
2003		Oct 1, 2002 through Sep 30, 2004	
<u>GRANT</u>	<u>NAME</u>	<u>AMOUNT</u>	<u>County</u>
03-21	NSLA - Discover Library Services	\$10,000.00	Carson City
03-34	NSLA - Nevadiana	\$30,000.00	Carson City
03-39	NSLA Conservation Lab	\$39,208.00	Carson City
03-5	Henderson - Genealogy	\$5,000.00	Clark
03-20	LV-CCLD - Words on Wheels	\$36,000.00	Clark
03-22	Henderson - Business Resources	\$20,000.00	Clark
03-24	Henderson - Regional Video	\$74,936.00	Clark
03-25	North Las Vegas - Windows to Opp	\$31,840.00	Clark
03-2	Douglas - Storytime Video	\$4,976.00	Douglas
03-3	Elko - Story Hour Literacy	\$5,000.00	Elko
03-35	Elko Bookmobile	\$50,000.00	Elko
03-15	Esmeralda - Polaris Retrospective	\$5,000.00	Esmeralda
03-4	Lyon - Adaptive Tech/Fernley	\$4,345.00	Lyon
03-7	Beatty - T-1 Connection	\$1,715.00	Nye
03-10	Beatty - Computer Class Equip	\$3,700.00	Nye
03-11	Beatty - Contact the Community	\$659.00	Nye
03-36	Amargosa Valley - Retrospective Conv	\$5,100.00	Nye
03-6	Pershing - Newspaper Indexing	\$4,464.00	Pershing
03-1	UNR - Oral History	\$4,855.00	Washoe
03-14	Washoe Co School - Swope Elem	\$5,000.00	Washoe
03-16	Washoe Co - Opening Day SpS	\$40,000.00	Washoe
03-23	Washoe - Improved Library Access	\$42,300.00	Washoe
03-12	White Pine - Newspaper preserv	\$353.00	White Pine
03-26	White Pine - Newspaper Scanning	\$16,859.00	White Pine
03-8	CLAN - CLANcam	\$3,590.00	Regional
03-27	Sub-regional Talking Books	\$137,000.00	Regional
03-29	Statewide Bookmobile Support	\$26,000.00	Regional
03-9	Continuing Education/Institute	\$63,400.00	Statewide
03-13	NSLA - Talking Bks/Recording	\$34,000.00	Statewide
03-17	NSLA - Travel to Training	\$18,000.00	Statewide
03-18	Legislative Hotline	\$12,100.00	Statewide
03-19	Information Nevada	\$7,500.00	Statewide
03-31	Statewide Public Library Stats	\$3,000.00	Statewide
03-32	Statewide Databases	\$374,140.00	Statewide
03-33	NSLA Literacy - New Frontiers	\$31,000.00	Statewide
03-38	NLA - Scholarships	\$15,000.00	Statewide
03-40	LV-CCLD - E-Reference Study	\$40,000.00	Statewide

03-41	Statewide GED software	\$35,060.00	Statewide
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